Asso. Professor Young

# WELLESLEY COLLEGE BULLETIN

## CALENDAR 1915-1916

WELLESLEY, MASSACHUSETTS

JANUARY, 1916

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SERIES 5 NUMBER 1

# WELLESLEY COLLEGE

# CALENDAR

## 1915-1916

PRESS OF FRANK WOOD, BOSTON

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All inquiries regarding admission should be addressed to the Secretary to the Board of Admission.

Applications for general information should be addressed to Miss Mary Caswell. As Secretary of the Appointment Bureau, Miss Caswell is also prepared to furnish full and confidential information in regard to the qualifications, character, and experience of former students of the College as candidates for teaching and other vocations. Former students of the College who wish situations have the aid of the Appointment Bureau.

# TABLE OF CONTENTS


CORRESPONDENCE . . . 2
CALENDAR . . . . . 5
BOARD OF TRUSTEES . . 6
Standing Committees . . 7
OFFICERS OF INSTRUCTION AND GOVERNMENT . . . 9
Standing Committees . . 21
FOUNDATION AND PURPOSE . 23
ADMISSION . . . . . 25
Definition of Requirements . 28
By Examination . . . 46
By Certificate . . . . 48
To Advanced Standing . . 50
Of Candidates for M.A. Degree 51
Of Students not Candidates for a Degree . . . . 52
COURSES OF INSTRUCTION :—
Archæology, Classical . . 53
Art . . . . . 54
Astronomy . . . . 58
Biblical History . . . 61
Botany . . . . . 64
Chemistry . . . . . 68
Economics . . . . 70
Education . . . . . 74
English Literature . . . 78
English Composition . . 86
English Language . . . 88
French . . . . . 89
Geology and Geography . . 94
German . . . . . 97
Greek . . . . . 104
History . . . . . 108
Hygiene . . . . . 115
Italian . . . . . 123
Latin . . . . . 125
Applied Mathematics . . 129
Pure Mathematics . . . 130
Music . . . . . 134
Comparative Philology . . 142
Philosophy and Psychology . 144
Physics . . . . . 150
Reading and Speaking . . 152
Spanish . . . . . 153
Zoology . . . . . 154
EXAMINATIONS (College) . . 157
DEGREES :—
Requirements for B.A. Degree 157
Requirements for M.A. Degree 160
EXPENSES . . . . . 161
RESIDENCE . . . . . 164
HEALTH . . . . . 165
FELLOWSHIPS AND SCHOLARSHIPS . . . . . 165
For Graduates . . . . 165
For Undergraduates . . 169
LIBRARIES . . . . . 173
GYMNASIUM . . . . . 174
ART BUILDING AND COLLECTIONS . . . . . 175
MUSIC EQUIPMENT . . . 175
LABORATORIES AND SCIENTIFIC COLLECTIONS . . . 176
FORMS OF BEQUEST . . . 180
DEGREES CONFERRED IN 1915 . 181
HONOR SCHOLARSHIPS . . 184
SUMMARY OF STUDENTS . . 186
OFFICERS OF ALUMNÆ ASSOCIATION . . . . . 187
INDEX . . . . . 191

# 1915

## July

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
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# 1916

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## August

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## October

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# 1917

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## February

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## March

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## April

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## May

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## June

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| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
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# CALENDAR

The academic year consists of thirty-four weeks, exclusive of vacations and of the week devoted to admission examinations. Commencement Day falls on the Tuesday nearest the eighteenth of June. The academic year begins on the fourteenth Monday after Commencement.

### Academic Year 1915–1916

Examinations . . . . September 20–23, 1915.
Academic year begins . . Monday, September 27.
Recess from 12.30 P. M. Wednesday, November 24, until 12.30 P. M. Friday, November 26.
Recess from 12.30 P. M. Thursday, December 16, 1915, until 1 P. M. Wednesday, January 5, 1916.
Registration closes for all students at 1 P. M. Wednesday, January 5,
Second Semester begins . . Monday, February 14.
Recess from 12.30 P. M. Friday, March 24, until 1 P. M. Tuesday, April 4.
Registration closes for all students at 1 P. M. Tuesday, April 4.
COMMENCEMENT . . . Tuesday, June 20.
ALUMNÆ DAY . . . . Wednesday, June 21.

### Academic year 1916–1917

Examinations . . . . September 18–21, 1916.
Registration closes for new students at 10 P. M. Monday, September 18.
Registration closes for all other students at 10 P. M. Friday, September 22.
Halls of Residence open for new students at 9 A. M. Monday, September 18.
Halls of Residence open for all other students at 2 P. M. Thursday, September 21.
Academic year begins . . Monday, September 25.
Recess from 12.30 P. M. Wednesday, November 29, until 12.30 P. M. Friday, December 1.
Recess from 12.30 P. M. Thursday, December 21, 1916, until 1 P. M. Wednesday, January 10, 1917.
Registration closes for all students at 1 P. M. Wednesday, January 10.
Second Semester begins . . Monday, February 12.
Recess from 12.30 P. M. Friday, March 30, until 1 P. M. Tuesday, April 10.
Registration closes for all students at 1 P. M. Tuesday, April 10.
COMMENCEMENT . . . Tuesday, June 19.
ALUMNÆ DAY . . . . Wednesday, June 20.

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[3] Absent on leave.

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RUTH FLORENCE ALLEN, PH.D.,
Instructor in Botany.

FLORA CHARLOTTE ANDERSON, B.A.,
Instructor in Botany.

MARGARET DEMERITT, M.S.,
Instructor in Botany.

WINTHROP PERRIN HAYNES, PH.D.,
Instructor in Geology and Geography

SARAH RUSSELL DAVIS,
Instructor in Hygiene.

MARY JANE HOGUE, PH.D.,
Instructor in Zoology.

MIMA BELLE MONTGOMERY,
Instructor in Vocal Music.

CHARLOTTE MARION BUSH, M.A.,
Instructor in Rhetoric and Composition.

FRANCES BENNOCH PLUMMER,
Recorder of the Department of Hygiene.

MARION EMSLEY MARKLEY, M.A.,
Instructor in English Literature.

ALICE TISSEAU,
Instructor in French.

MATHILDE BOUTRON DAMAZY, B. ÈS L.,
Instructor in French.

NELLIE FOSDICK, B.A.,
Instructor in Botany.

IVY CAMPBELL, PH.D.,
Instructor in Psychology.

LOUISE HORTENSE SNOWDEN, B.S.,
Instructor in History.

HELEN ISABEL DAVIS, B.A.,
Instructor in Horticulture and Landscape Architecture.

MARION DUTTON SAVAGE, M.A.,
Instructor in Economics.

FRANCES LOWATER, PH.D.,
Instructor in Physics.

EUNICE CLARA SMITH-GOARD, M.A.,
Instructor in French.

MARY JEAN LANIER,[4] B.S.,
Instructor in Geography.

MINNIE ALMIRA GRAHAM, PH.D.,
Instructor in Chemistry.

BERTHA KNICKERBOCKER STRAIGHT,[4] B.A.,
Instructor in Art.

KATHARINE FORBES LIDDELL, B.A.,
Instructor in Rhetoric and Composition.

EMMA MARSHALL DENKINGER, PH.D.,
Instructor in Rhetoric and Composition.

[4] For the first semester.

LOUISE PETTIBONE SMITH, M.A.,
Instructor in Biblical History.

CLEO HEARON, PH.D.,
Instructor in History.

SEYMOUR GUY MARTIN, PH.D.,
Instructor in Philosophy.

MALCOLM McLEOD, PH.D.,
Instructor in Rhetoric and Composition.

HELEN ANDERSON SMITH,
Instructor in French.

MARION BROMLEY NEWTON,
Instructor in Hygiene.

GERTRUDE ANNA STREETER, B.A.,
Assistant in Music.

CORINNE LYLE CRANE, B.A.,
Assistant in Art.

ANNA IRENE MILLER, M.A.,
Assistant in English Literature.

BESSIE LAVINIA JOST, B.S.,
Assistant in Hygiene.

ALYDA CAREN HANSON, B.S.,
Assistant in Geology and Geography.

ALBERT PITTS MORSE,
Curator of Zoology Museum.

ELIZABETH PHEBE WHITING,
Curator of the Whitin Observatory.

LORETTO FISH CARNEY,
Curator of Mary Hemenway Hall.

SUSAN GREY AKERS, B.A.,
Librarian and Assistant Curator of Mary Hemenway Hall.

LOUISE ISABEL JENISON, M.A.,
Curator of Chemistry Laboratory.

ADA WILLARD BANCROFT, B.A.,
Curator of Botany Laboratories.

EDWARD ERASTUS BANCROFT, M.A., M.D.,
Consulting Physician.

MABEL AUSTIN SOUTHARD, M.D.,
Lecturer on Special Hygiene.

ANNA WHITE DEVEREAUX,
Lecturer on the Theory and Practice of the Kindergarten.
WALLACE WALTER ATWOOD, PH.D.,
Lecturer in Geology.
LUCY JANE FREEMAN, M.A.,
Lecturer in Art.
ALFRED EDGAR BURTON,[5] S.B., C.E., SC.D.,
Lecturer in Geology.
ROBERT GROSVENOR VALENTINE, B.A.,
Lecturer in Economics.

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HENRIETTA ST. BARBE BROOKS,[3] B.S.,
Librarian.
ETHEL DANE ROBERTS, B.A., B.L.S.,
Assistant Librarian.
LILLA WEED, M.A.,
Second Assistant Librarian.
ANTOINETTE BRIGHAM PUTNAM METCALF, M.A.,
Reference Librarian.
MABEL WEBSTER BROWN, B.A.,
Cataloguer.

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OLIVE CLIO HAZLETT, B.A., M.S.,
Alice Freeman Palmer Fellow.

[3] Absent on leave.
[5] For the second semester.

## OFFICERS OF ADMINISTRATION

ELLEN FITZ PENDLETON, M.A., LITT.D., LL.D.,
PRESIDENT.

ALICE VINTON WAITE, M.A.,
DEAN.
Professor of English Language and Composition.

OLIVE DAVIS, B.S.,
Director of Halls of Residence and Head of Tower Court.

KATHARINE PIATT RAYMOND, B.S., M.D.,
Resident Physician.

EDITH SOUTHER TUFTS, M.A.,
Registrar.

MARY CASWELL,
Secretary to the President.

MARY FRAZER SMITH, B.A.,
College Recorder.

DOROTHEA WELLS, B.A.,
Secretary to the Board of Admission.

MARIE LOUISE STOCKWELL, B.A.,
Assistant Secretary to the President.

BERTHA LYDIA CASWELL,
Purchasing Agent.

EVELYN AMELIA MUNROE, B.A.,
Cashier.

CHARLOTTE SCOTT WHITON,
Purveyor.

MARY ELIDA RUST,
Head of Noanett House.

MARY SNOW,
Head of Pomeroy Hall.

HELEN WILLARD LYMAN, B.A.,
Head of Stone Hall.

EVA FANNY SWIFT,
Head of Crofton House and Ridgeway Refectory.

EMMA CULROSS GIBBONS, PH.B.,
Head of Beebe Hall.

MABEL PRIEST DANIEL, B.A.,
Head of Cazenove Hall.

HARRIET LESTER,
Head of Shafer Hall.

JULIA WOODHULL SMITH,
Head of Wilder Hall.

EFFIE JANE BUELL,
Head of Norumbega House.

CHARLOTTE HENDERSON CHADDERDON,
Head of Webb House.

ELIZABETH BURROUGHS WHEELER,
Head of Eliot House.

KATHARINE HARRIS,
Head of Freeman House.

EMILIE LOUISE EASTMAN,
Head of Fiske House.

FANNIE PADDOCK MILLER,
Head of Wood House.

EVA GERTRUDE JONES,
Head of the Maples.

ALICE LILLIAN McGREGOR,
Head of the Elms.

ALICE ALBERTA STEARNS, B.A.,
Head of Lovewell House.

HARRIET COOK THAYER,
Head of Lake House.

HARRIET HATTON MAYNARD,
Head of the Birches.

ALICE VARNEY WARD,
Associate Head of Tower Court.

CORNELIA SHERWOOD CREQUE,
Superintendent of Domestic Service, Tower Court.

MARTHA FAY CLARKE,
Head of Leighton House.

BERTHA MOULTON BECKFORD,
Manager of Bookstore and Post Office.

FLORENCE IRENE TUCKER, B.A.,
Assistant to the Cashier.

AMY HARDING NYE,
Assistant to the Registrar.

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HENRY HERBERT AUSTIN, B.S.,
Superintendent of the College Plant.

FREDERICK DUTTON WOODS, B.S.,
Superintendent of Grounds.

# STANDING COMMITTEES

BOARD OF ADMISSION.—Misses Burrell, Chapin (*Chairman*), Conant, Ferguson, Hart, Kendall, McDowell, Müller, Roberts, Walton; Messrs. Macdougall, Perdriau; the Dean *ex officio*.

COMMITTEE ON GRADUATE INSTRUCTION.—Misses Brown, Hawes, Hubbard, Kendrick, Vivian (*Chairman*), Wipplinger; the Dean *ex officio*.

LIBRARY COMMITTEE.—Misses Ethel Roberts (*Chairman*), Bates, Calkins, Edwards, Kendall; Mr. Riddle; the President and Librarians *ex officio*.

COMMITTEE ON INSTRUCTION.—Dean Waite (*Chairman ex officio*), Misses Chapin, Ferguson, Gamble, Lockwood, Merrill, Moffett.

COMMITTEE ON ACADEMIC REQUESTS.—Dean Waite (*Chairman ex officio*), Misses Chandler, Jackson, McKeag, Youngman; Messrs. Riddle, Sheffield.

COMMITTEE ON CONSTITUTIONS.—Misses Fletcher, Wheelock (*Chairman*); Mr. Skarstrom.

COMMITTEE ON STUDENT PUBLICATIONS.—Misses Batchelder, Brown (*Chairman*), Manwaring, Roberts, Scudder,

COMMITTEE ON STUDENT ENTERTAINMENTS.—Misses Homans, Scholl (*Chairman*), Scudder, Young; and, *ex officio*, the Registrar, the Resident Physician, and the Professor of Reading and Speaking.

JOINT COUNCIL ON NON-ACADEMIC INTERESTS.—Misses Newkirk, Perkins, Thompson (*Chairman*), Tufts, Walton; Mrs. Hodder; the President *ex officio;* and six undergraduates elected by the students.

# WELLESLEY COLLEGE

**Wellesley, Massachusetts**

## FOUNDATION AND PURPOSE

WELLESLEY COLLEGE was established for the purpose of furnishing to young women who desire to obtain a liberal education such advantages and facilities as are enjoyed in institutions of the highest grade. The first building of the College, erected and equipped under the supervision and through the personal means of the founder, was opened to students in 1875, with the announced purpose "of giving to young women opportunities for education equivalent to those usually provided in colleges for young men." Throughout his work the founder aimed to put into visible form his ideal of the higher education for women, "the supreme development and unfolding of every power and faculty."

By the charter, granted by the Commonwealth of Massachusetts, "the corporation of Wellesley College is authorized to grant such honorary testimonials, and confer such honors, degrees, and diplomas, as are granted or conferred by any University, College, or Seminary of learning in this Commonwealth; and the diplomas so granted shall entitle the possessors to the immunities and privileges allowed, by usage or statute, to the possessors of like diplomas from any University, College, or Seminary of learning in this Commonwealth."

In accordance with the spirit of the founder, the College is undenominational, but distinctively Christian in its influence, discipline, and instruction.

The members of the College meet daily for morning prayers in the beautiful chapel presented in 1899 by Miss Elizabeth

G. Houghton and Mr. Clement S. Houghton as a memorial to their father. Services on Sunday are conducted in this chapel by preachers of different denominations. At all these services and at vespers on Sunday, the singing is led by a trained choir of students under the direction of the professor of music.

The Wellesley College Christian Association, organized to promote religious life, to arouse an intelligent interest in social reforms, and to foster interest in home and foreign missions, meets weekly for prayer and religious instruction.

The department of Biblical History affords the systematic study of the Bible required of all students.

# ADMISSION

Applications for admission should be made upon forms which will be furnished by the Secretary to the Board of Admission on request. An application fee of ten dollars is required from all candidates for admission, and no application is recorded until this fee is received (see page 163). It is desirable that applications should be made several years in advance, since rooms in college houses are assigned to new students in the order of application for admission to College. However, attention is called to the fact that a place will not be reserved for an applicant whose credentials filled in July do not satisfactorily cover twelve of the fifteen points required for admission. Moreover, since the number of new students admitted is limited by the capacity of lecture rooms, it is necessary to close the application list for any given year at a date which varies from year to year. Candidates are liable to find the application list closed if they do not make their applications more than a year in advance of the time at which they propose to enter.

## ADMISSION TO THE FRESHMAN CLASS

Students are admitted either by examination (see pages 46 to 48) or by certificate (see pages 48 to 50).

Every candidate for a degree must offer for admission to the freshman class subjects amounting to fifteen "points." The points assigned to the subjects indicate the number of years, with five recitations a week, which will normally be required in the secondary school to make adequate preparation. Of the fifteen "points" required for admission, eleven are prescribed as follows :—

| | |
|---|---|
| English . . . . . | 3 points* |
| History . . . . . | 1 point |
| Latin . . . . . | 4 points |
| Mathematics . . . . . | 3 points |

* See page 29.

The remaining four points may be distributed in any one of the three following ways :—

1. 3 points in Greek or French or German
   combined with
   1 point in one of the following subjects :—
   Botany.
   Chemistry.
   Greek.
   † History.
   Music.
   Physics.
2. 2 points in French *
   and
   2 points in German.*
3. 2 points in either French or German *
   combined with
   2 points made up of 1 point each in two of the following subjects :—
   Botany.
   Chemistry.
   Greek.
   † History.
   Music.
   Physics.

A place on the list of candidates for admission will not be reserved for an applicant whose credentials filed in July do not satisfactorily cover twelve of the fifteen points required for admission. The fulfillment of this requirement does not assure admission, since the Board of Admission require examination in September in all points not satisfactorily covered, and reserve the right to exclude any candidate whose preparation is in their judgment so defective as to debar her from carrying successfully the work of the freshman year.

The admission subjects are divided into two groups, as follows :—

PRELIMINARIES : French 3 point requirement (except Prose Composition and the use of the spoken language), German 3

* By special permission two points in Spanish may be offered in place of two points in French or in German.

† See page 34.

point requirement (except Prose Composition and the use of the spoken language), Greek 3 point requirement (except Prose Composition), History (prescribed point), Latin (except Prose Composition), Plane Geometry. Examinations in Preliminaries may be taken at any time during the college preparatory course.

FINALS: Algebra, Botany, Chemistry, English, French (2 point requirement, the Prose Composition and the use of the spoken language of the 3 point requirement), German (2 point requirement, the Prose Composition and the use of the spoken language of the 3 point requirement), Greek (1 point requirement, the Prose Composition of the 3 point requirement), History (second point), Latin Prose Composition, Music, Physics. Examinations in Finals may be taken at any time during the last two years before admission, *provided at least three are taken during the last year. Candidates are advised to take English Composition and Algebra in the last year.*

☞The regulation in regard to the time of examination applies to final examinations held by principals of schools, preliminary to granting certificates, as well as to the admission examinations.

A candidate for admission must be at least sixteen years of age, and must present satisfactory evidence of good moral character and good health. A statement from the applicant's physician to the effect that she is organically sound and in good health, together with a certificate of vaccination must be filed with the Secretary to the Board of Admission before June first of the year in which admission is sought. Each candidate before she is formally accepted is given a thorough physical examination. The College reserves the right to reject any candidate if the results of this examination in the opinion of the medical staff justify such action or to accept the candidate only on the understanding that she will take five years to complete the course.

The student who has met all entrance requirements is qualified for immediate matriculation for the Baccalaureate degree

in Arts. All communications concerning admission should be addressed to the Secretary to the Board of Admission, Wellesley College, Wellesley, Mass.

## DEFINITION OF REQUIREMENTS

The number enclosed in parentheses following the subject indicates the number of points assigned to that subject, that is, the number of years with five recitations a week which will normally be required in the secondary school for adequate preparation in the subject. If the certificate of a candidate shows that the time given to any subject is less than that indicated as necessary by the number of points an examination may be required.

### ENGLISH (3)

The study of English in school has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence and appreciation.

*Grammar and Composition.*

The first object requires instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences, and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise letter-writing, narration, description, and easy exposition and argument. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from her reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in her recitations and various exercises, whether oral or written.

To meet the requirement in Composition, there should be practice in writing equivalent to fortnightly themes the first two years, and weekly themes the last two years of the preparatory course. Themes should be accompanied by simple outlines. The following books are suggested: Scott and Denney's *Composition—Rhetoric;* Neal's *Thought Building in Composition;* Robbins and Perkins's *Introduction to the Study of Rhetoric* supplemented by Herrick and Damon's *Composition and Rhetoric;* Shackford and Judson's *Composition—Rhetoric—Literature.*

*Literature.*

The second object is sought by means of two lists of books, headed respectively *Reading* and *Study*, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, she is further advised to acquaint herself with the most important facts in the lives of the authors whose works she reads and with their place in literary history.

### Suggestions Concerning Examination

However accurate in subject-matter, no paper will be considered satisfactory if seriously defective in punctuation, spelling or other essentials of good usage.

### 1. Grammar and Composition

In grammar and composition, the candidate may be asked specific questions upon the practical essentials of these studies, such as the relation of the various parts of a sentence to one another, the construction of individual words in a sentence of reasonable difficulty, and those good usages of modern English, which one should know in distinction from current errors. The main test in composition will consist of one or more essays, developing a theme through several paragraphs; the subjects will be drawn from the books read, from the candidate's other studies and from her personal knowledge and experience quite apart from reading. For this purpose the examiner will provide several subjects, perhaps eight or ten, from which the

candidate may make her own selections. She will not be expected to write more than four hundred words per hour.

### 2. Literature

The examination in literature will include :—

*A.* General questions designed to test such a knowledge and appreciation of literature as may be gained by fulfilling the requirements defined under *A*, Reading, below. The candidate will be required to submit a list of the books read in preparation for the examination, certified by the principal of the school in which she was prepared ; but this list will not be made the basis of detailed questions.

*B.* A test on the books prescribed for study, which will consist of questions upon their content, form, and structure, and upon the meaning of such words, phrases, and allusions as may be necessary to an understanding of the works and an appreciation of their salient qualities of style. General questions may also be asked concerning the lives of the authors, their other works, and the periods of literary history to which they belong.

The final examinations in English must be taken in accordance with the regulation for examination in "Finals." See page 27.

### Texts for 1916, 1917, 1918 and 1919

*A.* Reading.

The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature, by giving her a first-hand knowledge of some of its best specimens. She should read the books carefully, but her attention should not be so fixed upon details that she fails to appreciate the main purpose and charm of what she reads.

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

Group I (Classics in Translation). The *Old Testament*, comprising at least the chief narrative episodes in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings*, and *Daniel*, together with the books of *Ruth* and *Esther*. The *Odyssey*, with the omission, if desired, of

Books I, II, III, IV, V, XV, XVI, XVII. The *Iliad*, with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI. The *Æneid*. The *Odyssey*, *Iliad*, and *Æneid* should be read in English translations of recognized literary excellence.

(For any selection from this group a selection from any other group may be substituted.)

Group II (Shakespeare). *Midsummer Night's Dream*, *Merchant of Venice*, *As You Like It*, *Twelfth Night*, *The Tempest*, *Romeo and Juliet*, *King John*, *Richard II*, *Richard III*, *Henry V*, *Coriolanus*, *Julius Cæsar*,* *Macbeth*,* *Hamlet*.*

Group III (Prose Fiction). Malory, *Morte d'Arthur* (about 100 pages); Bunyan, *Pilgrim's Progress*, Part I; Swift, *Gulliver's Travels* (voyages to Lilliput and to Brobdingnag); Defoe, *Robinson Crusoe*, Part I; Goldsmith, *Vicar of Wakefield;* Frances Burney, *Evelina;* Scott's Novels, any *one;* Jane Austen's Novels, any *one;* Maria Edgeworth, *Castle Rackrent* or *The Absentee;* Dickens's Novels, any *one;* Thackeray's Novels, any *one;* George Eliot's Novels, any *one;* Mrs. Gaskell, *Cranford;* Kingsley, *Westward Ho!* or *Hereward, the Wake;* Reade, *The Cloister and the Hearth;* Blackmore, *Lorna Doone;* Hughes, *Tom Brown's Schooldays;* Stevenson's *Treasure Island*, or *Kidnapped*, or *Master of Ballantrae;* Cooper's Novels, any *one;* Poe, *Selected Tales;* Hawthorne, *The House of the Seven Gables*, or *Twice Told Tales*, or *Mosses from an Old Manse;* a collection of *Short Stories* by various standard writers.

Group IV (Essays, Biography, etc.). Addison and Steele, *The Sir Roger de Coverley Papers*, or selections from the *Tatler* and the *Spectator* (about 200 pages); Boswell, selections from the *Life of Johnson* (about 200 pages); Franklin, *Autobiography;* Irving, selections from the *Sketch Book* (about 200 pages), or *Life of Goldsmith;* Southey, *Life of Nelson;* Lamb, selections from the *Essays of Elia* (about 100 pages); Lockhart, selections from the *Life of Scott* (about 200 pages); Thackeray, lectures on *Swift*, *Addison*, and *Steele* in the *English Humorists;* Macaulay, any one of the following essays: *Lord Clive*, *Warren Hastings*, *Milton*, *Addison*, *Goldsmith*, *Frederic the Great*, *Madame d'Arblay;* Trevelyan, selections from the *Life of Macaulay* (about 200 pages); Ruskin, *Sesame and Lilies* or selections (about 150 pages); Dana, *Two Years before the Mast;* Lincoln, selections, including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, to-

* If not chosen for study under B.

gether with a brief memoir or estimate of Lincoln; Parkman, *The Oregon Trail;* Thoreau, *Walden;* Lowell, *Selected Essays* (about 150 pages); Holmes, *The Autocrat of the Breakfast Table;* Stevenson, *An Inland Voyage* and *Travels with a Donkey;* Huxley, *Autobiography* and selections from *Lay Sermons*, including the addresses on *Improving Natural Knowledge*, *A Liberal Education*, and *A Piece of Chalk;* a collection of *Essays* by Bacon, Lamb, DeQuincey, Hazlitt, Emerson, and later writers; a collection of *Letters* by various standard writers.

Group V (Poetry). Palgrave's *Golden Treasury* (*First Series*), *Books II and III*, with special attention to Dryden, Collins, Gray, Cowper, and Burns; Palgrave's *Golden Treasury* (*First Series*), *Book IV*, with special attention to Wordsworth, Keats, and Shelley (if not chosen for study under B); Goldsmith, *The Traveller* and *The Deserted Village;* Pope, *The Rape of the Lock;* a collection of English and Scottish *Ballads*, as, for example, some *Robin Hood* ballads, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Berwick and Grahame*, *Sir Patrick Spens*, and a selection from later ballads; Coleridge, *The Ancient Mariner*, *Christabel*, and *Kubla Khan;* Byron, *Childe Harold*, *Canto III* or *IV*, and *The Prisoner of Chillon;* Scott, *The Lady of the Lake*, or *Marmion;* Macaulay, *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry;* Tennyson, *The Princess*, or *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur;* Browning, *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *Hervé Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, "*De Gustibus*," *The Pied Piper*, *Instans Tyrannus;* Arnold, *Sohrab and Rustum*, and *The Forsaken Merman;* Selections from *American Poetry*, with special attention to Poe, Lowell, Longfellow, and Whittier.

### *B.* Study.

This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. The books provided for study are arranged in four groups, from each of which one selection is to be made.

Group I (Dramatic Poetry). Shakespeare, *Julius Cæsar*, *Macbeth*, *Hamlet*.

Group II (Epic and Lyric Poetry). Milton, *L'Allegro*, *Il Penseroso*, and either *Comus* or *Lycidas;* Tennyson, *The Coming of Arthur*, *The Holy Grail*, and *The Passing of Arthur;* The selections from Wordsworth, Keats, and Shelley in *Book IV* of Palgrave's *Golden Treasury* (*First Series*).

Group III (Oratory). Burke, *Speech on Conciliation with America;* Macaulay's two *Speeches on Copyright* and Lincoln's *Speech at Cooper Union;* Washington's *Farewell Address* and Webster's *First Bunker Hill Oration.*

Group IV (Essays). Carlyle, *Essay on Burns*, with a selection from Burns's *Poems;* Macaulay, *Life of Johnson;* Emerson, *Essay on Manners.*

## HISTORY (1 or 2)

### Prescribed Point

A full year course in *one* of the following subjects :—

(1) Ancient History, including a brief introductory study of the earlier nations, but with special emphasis on Greek History to the death of Alexander, and on Roman History to the accession of Commodus.

(2) English History, with due regard to social and political development.

(3) American History, with the elements of Civil Government.

Candidates are advised to offer the course in Ancient History as a part of their preparation.

In the subject chosen, the student should acquire accurate knowledge of the history as presented in a standard text-book of not less than 300 pages, and should read such fuller authorities as may be available, in amount not less than 500 pages. Some practice in drawing maps to illustrate territorial changes, in making digests of lectures and reading, and in preparing verbal or written reports on subjects assigned for individual investigation is essential to successful work.

Students presenting themselves for examination are expected to bring notebooks, maps, and essays, that may serve as supplementary evidence of the character of their preparation.

#### Elective Point

A candidate may offer one of these three subjects as a second point in History in place of the one point requirement in Greek, Music, or Science, provided that one of the two points offered is Ancient History, and that the work for the second point is done during the last two years of the preparatory course.

The final examination in the second point in History must be taken in accordance with the regulation for examination in "Finals." See page 27.

### MATHEMATICS (3)

*Algebra.*—Factors, Common Divisors and Multiples, Ratio and Proportion, Theory of Exponents including Imaginaries, Radicals and Equations involving Radicals, Inequalities, Quadratic Equations (including the theory), Binomial Theorem, Arithmetic and Geometric Progressions.

The final examination in Algebra must be taken in accordance with the regulation for examination in "Finals." See page 27.

*Plane Geometry.*—As found in Chauvenet, or its equivalent.

Deficiency in preparation usually results from one or more of the following causes: the use of text-books which are too elementary, insufficient time spent in preparation, neglect of exercises in original demonstration in Geometry, and of reviews in both Algebra and Geometry. It is strongly urged that there be constant exercise in original demonstration in Geometry, with frequent written examinations in both Algebra and Geometry, the problems proposed being drawn from other sources than the text-books.

### LATIN (4)

The requirements are based on recommendations made by the Commission on College Entrance Requirements in Latin, as embodied in Document No. 72 of the College Entrance Examination Board.

#### I. Amount and Range of the Reading Required

(1) The Latin reading, without regard to the prescription of particular authors and works, shall be not less *in amount*

than Cæsar, Gallic War, I–IV; Cicero, the orations, against Catiline, for the Manilian Law, and for Archias; Vergil, Æneid, I–VI.

The amount of reading as stated above must be prepared translation.

(2) The amount of reading specified above shall be selected by the schools from the following authors and works: Cæsar (Gallic War and Civil War) and Nepos (Lives); Cicero (orations, letters, and De Senectute) and Sallust (Catiline and Jugurthine War); Vergil (Bucolics, Georgics, and Æneid) and Ovid (Metamorphoses, Fasti, and Tristia).

### II. Scope of the Examinations

(1) *Translation at Sight.* Candidates will be examined in translation at sight of both prose and verse. The vocabulary, constructions, and range of ideas of the passages set will be suited to the preparation secured by the reading indicated above.

(2) *Prescribed Reading.* Candidates will be examined also upon the following prescribed reading: Cicero, orations for the Manilian Law and for Archias, and Vergil, Æneid, I, II, and either IV or VI, at the option of the candidate, with questions on subject-matter, literary and historical allusions, and prosody. Every paper in which passages from the prescribed reading are set for translation will contain also one or more passages for translation at sight; and candidates must deal satisfactorily with both these parts of the paper, or they will not be given credit for either part.

(3) *Grammar and Composition.* The examinations in grammar and composition will demand thorough knowledge of all regular inflections, all common irregular forms, and the ordinary syntax and vocabulary of the prose authors read in school, with ability to use this knowledge in writing simple Latin prose.

The final examination in Prose Composition must be taken in accordance with the regulation for examination in "Finals."

See page 27. It should be noted that this examination should be the equivalent of Latin 6 under the College Entrance Examination Board.

**Suggestions Concerning Preparation**

Exercises in translation at sight should begin in school with the first lessons in which Latin sentences of any length occur, and should continue throughout the course with sufficient frequency to insure correct methods of work on the part of the student. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the translating that the student has to do. No translation, however, should be a mechanical metaphrase. Nor should it be a mere loose paraphrase. The full meaning of the passage to be translated, gathered in the way described above, should finally be expressed in clear and natural English.

A written examination cannot test the ear or tongue, but proper instruction in any language will necessarily include the training of both. The school work in Latin, therefore, should include much reading aloud, writing from dictation, and translation from the teacher's reading. Learning suitable passages by heart is also very useful, and should be more practiced.

The work in composition should give the student a better understanding of the Latin she is reading at the time, and greater facility in reading.

*Systematic and regular work in composition during the time in which poetry is read is required; for this work the prose authors already studied should be used as models.*

Equivalents are accepted, but verse is not accepted in place of prose, nor anything instead of the required translation of English into Latin.

The teachers of Latin in the preparatory schools are urged to insist upon the use of good English in translation.

The study of Greek is strongly recommended to candidates who plan to elect courses in Latin in college.

Ability to read at sight easy French or German prose is of great advantage to all classical students.

### GREEK (1 or 3)

#### 3 Point Requirement

Grammar. *The etymology must be thoroughly mastered.*

Prose Composition. At least forty written exercises based upon the Greek of Xenophon, including connected passages and accompanied by a systematic study of the main principles of syntax.

The final examination in Prose Composition must be taken in accordance with the regulation for examination in "Finals." See page 27.

Xenophon, *Anabasis*, three books.

Homer, *Iliad*, three books, with scansion.

Candidates must be prepared to translate at sight both Attic and Homeric Greek of average difficulty, and to write in Greek a connected passage based upon Xenophon.

Particular attention should be given to the correct writing of Greek with the accents, to exercises both oral and written, and to the use of the blackboard for constant practice upon forms and constructions.

The teachers of Greek in the preparatory schools are urged to insist upon the use of good English in translation.

Ability to read at sight easy French or German prose is of great advantage to all classical students.

#### 1 Point Requirement

Systematic study of etymology from a standard grammar in connection with a book of First Lessons. *Anabasis*, about thirty pages. Practice in writing Greek.

This preparation admits the student to course 14 in College, and these two courses complete the preparation for course 1 (see page 104).

The final examination in the 1 point requirement in Greek must be taken in accordance with the regulation for examination in "Finals." See page 27.

## FRENCH (2 or 3)

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 72 of the College Entrance Examination Board.

See page 40 for suggestions concerning preparation in the case of students expecting to enter Wellesley College.

### 2 Point Requirement

(Termed "*A*, Elementary," by the College Entrance Examination Board.)

#### THE AIM OF THE INSTRUCTION

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar as defined below.

#### THE WORK TO BE DONE

During the first year the work should comprise :—

(1) Careful drill in pronunciation.

(2) The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.

(3) Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

(4) The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into

French easy variations of the sentences read (the teacher giving the English) and in reproducing from memory sentences previously read.

(5) Writing French from dictation.

During the second year the work should comprise :—

(1) The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.

(2) Constant practice, as in the previous year, in translating into French easy variations upon the texts read.

(3) Frequent abstracts, sometimes oral and sometimes written, of portions of the text already read.

(4) Writing French from dictation.

(5) Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.

(6) Mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

The final examination in the 2 point requirement in French must be taken in accordance with the regulation for examination in "Finals." See page 27.

### 3 Point Requirement

(Termed "*B*, Intermediate," by the College Entrance Examination Board.)

#### THE AIM OF THE INSTRUCTION

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

#### THE WORK TO BE DONE

This should comprise the reading of from 400 to 600 pages* of French of ordinary difficulty, a portion to be in the dramatic

* *i. e.*, In addition to the 2 point requirement.

form*; constant practice in giving French paraphrases, abstracts or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation†.

**Suggestions Concerning Preparation for the 2 and 3 Point Requirements**

1. Emphasis should be laid on the correct daily use of the spoken language in the class room, on the correct and intelligent reading of French (apart from translation) and on direct composition, including the writing of short themes in French.

2. From the outset particular attention should be given to developing the ability to take in the meaning of each word—and so, gradually, of the whole sentence—just as it stands; the sentence should be read and understood in the order of the original, with full appreciation of the force of each word as it comes, so far as this can be known or inferred from that which has preceded, and from the form and the position of the word itself. The habit of reading in this way should be encouraged and cultivated as the best preparation for all the work that the student has to do.

3. It is particularly urged that the reading be chosen *from nineteenth century writers of prose, verse and drama*, and if possible from more than five authors.

The texts suggested are:—

(1) For the 2 point requirement: Laboulaye: *Contes bleus;* Daudet: *Trois Contes Choisis;* France: *Abeille;* Malot: *Sans Famille;* de la Brète: *Mon Oncle et Mon Curé;* Enault: *Le Chien du Capitaine;* Legouvé et Labiche: *La Cigale chez les Fourmis;* Daudet: *Choix d'Extraits*, or *Le Petit Chose;* Vigny: *La Canne de Jonc;* Augier: *Le Gendre de M. Poirier;* Foncin: *Le Pays de France*, or Lavisse: *Histoire de France, IIe année* (Armand Colin, Paris).

(2) For the 3 point requirement: Lamartine: *Scènes de la Revolution français;* Maupassant: *Huit Contes Choisis;* About: *Le Roi des Montagnes;* Balzac: *Le Curé de Tours;* Colin: *Contes et Saynètes;* Colin: *Advanced Sight Translation;* Sandeau: *Mlle. de la Seiglière;* Scribe et Legouvé: *Bataille de Dames.*

* A part of this may be critical reading, a part rapid or outside reading.

† From texts not previously memorized.

The final examination in the 3 point requirement in French must be taken in accordance with the regulation for examination in "Finals." See page 27.

### GERMAN (2 or 3)

The requirements follow the recommendations of the Modern Language Association embodied in Document No. 72 of the College Entrance Examination Board.

See pages 42 and 43 for suggestions concerning preparation in the case of students expecting to enter Wellesley College.

#### 2 Point Requirement

(Termed "*A*, Elementary," by the College Entrance Examination Board.)

During the first year the work should comprise :—

(1) Careful drill upon pronunciation.

(2) The memorizing and frequent repetition of easy colloquial sentences.

(3) Drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order.

(4) Abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

(5) The reading of from *75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise :—

(1) The reading of from *150 to 200 pages of literature in the form of easy stories and plays.

*See "Suggestions Concerning Preparation," on pages 42, 43.

(2) Accompanying practice, as before, in the translation into German of easy variations upon the matter read and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages.

(3) Continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

The final examination in the 2 point requirement in German must be taken in accordance with the regulation for examination in "Finals." See page 27.

### 3 Point Requirement

(Termed "*B*, Intermediate," by the College Entrance Examination Board.)

#### THE WORK TO BE DONE

The work should comprise in addition to the elementary course,† the reading of about 400* pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

The final examination in the 3 point requirement in German must be taken in accordance with the regulation for examination in "Finals." See page 27.

### Suggestions Concerning Preparation for the 2 and 3 Point Requirements

1. The books selected for class study should be thoroughly *German* in character and content. Intensive work on a comparatively small number of pages is preferred to a more superficial study of a larger number of pages.

* See "Suggestions Concerning Preparation," on pages 42, 43.

† That is, the 2 point requirement.

For the 2 point requirement the number of pages read in class should, in general, not exceed 300; but in no case should the amount be less than 225 pages. Not more than 100 of these pages should be taken from readers arranged especially for beginners.

For the 3 point requirement not more than 600 pages in all (*i. e.*, 300 in addition to the maximum amount for the 2 point requirement) should, in general, be read; but never less than 500 pages. Not more than one work of the classical period of German Literature should be included. Besides this intensive reading, some *rapid home reading* of easier texts (100 pages or more) is strongly urged.

2. The results desired can *not* be obtained if a considerable portion of the time is spent on translation from German into English.

3. Features that should not be neglected are:—

*a*. Vocabulary.—The careful study of a goodly number of common words and expressions drawn chiefly from the texts read.

*b*. Frequent practice in the oral and written use of the language *without the medium of English*. This should consist partly in answering in German questions put in German, based on all the texts read intensively in class, partly in reproducing in German, without the aid of questions, the contents of these texts (Freie Reproduktion).

## BOTANY (1)

The requirement is met by the course outlined in the Report of the College Entrance Examination Board, Document No. 72.

The course should cover:—

(1) The general principles of plant anatomy, morphology, physiology, and ecology.

(2) A general knowledge of the great groups or phyla of plants.

In the second part of the course students should not only become familiar with the primary subdivisions of the great groups, but should be able to trace the evolution of plant forms by means of a comparative study of representative plants in the various groups.

Individual laboratory work by the students is essential and should receive at least double the amount of time given to lecture and recitation. Records of the laboratory work, properly certified by the teacher, in which stress is laid upon diagrammatically accurate drawing and precise expressive description, must be presented on or before June fifteenth.

The final examination in Botany must be taken in accordance with the regulation for examination in "Finals." See page 27.

### CHEMISTRY (1)

The requirement is met by the course outlined in the Report of the College Entrance Examination Board, Document No. 72.

The student should perform experiments in the laboratory to illustrate the properties of the most important elements, both metallic and non-metallic, and their compounds, and it is strongly recommended that a few of these experiments should be of a quantitative nature. Work in qualitative analysis is not recommended.

In addition to an examination or certificate of examination, the student will be required to present notebooks of laboratory work. These notebooks must be *indexed* and bear the endorsement of the teacher, certifying that the notes are a true record of the student's work, and must be presented on or before June fifteenth. In case the notebook is lacking or inadequate, a laboratory test will be given.

The final examination in Chemistry must be taken in accordance with the regulation for examination in "Finals." See page 27.

### PHYSICS (1)

The requirement is met by the course outlined in the Report of the College Entrance Examination Board, Document No. 72. In addition to an examination, or a certificate of examination, the student will be required to present notebooks of laboratory work. These notebooks must be *indexed* and bear the en-

dorsement of the teacher, certifying that the notes are a true record of the student's work, and they must be presented on or before June fifteenth.

The final examination in Physics must be taken in accordance with the regulation for examination in "Finals." See page 27.

### MUSIC (1)

The requirement in Music (Harmony) is met by passing the Examination in Music *B* (Harmony) set by the College Entrance Examination Board.

This requirement is defined by the College Entrance Examination Board as follows :—

The examination in Harmony will consist only of a written test; there will be no test in performance. The candidate should have acquired :—

(1) The ability to harmonize, in four vocal parts, simple melodies of not fewer than eight measures, in soprano or in bass; these melodies will require a knowledge of triads and inversions, of diatonic seventh chords and inversions, in the major and minor modes; and of modulation, transient or complete, to nearly-related keys.

(2) Analytical knowledge of ninth chords, all non-harmonic tones, and altered chords including augmented chords. (Students are encouraged to apply this knowledge in their harmonization.)

It is urgently recommended that systematic ear-training (as to interval, melody, and chord) be a part of the preparation for this examination. Simple exercises in harmonization at the pianoforte are recommended. The student will be expected to have a full knowledge of the rudiments of music, scales, intervals and staff notation, including the terms and expression marks in common use.

The examination in Music must be taken in accordance with the regulation for examination in "Finals." See page 27.

## ADMISSION BY EXAMINATION
## JUNE EXAMINATIONS

*Candidates who propose to enter by examination must take all examinations in June, except such as, by permission, may be postponed until September.*

The admission examinations conducted at Wellesley College in June are the examinations of the College Entrance Examination Board, of which Wellesley College is a member. These examinations will be held June 19–24, 1916.

The College Entrance Examination Board will furnish a list of places at which these examinations will be held.

Below will be found the list of examinations of the College Entrance Examination Board, corresponding to the requirements for admission to Wellesley College.

English: 1, 2.
History: *A*, or *C*, or *D*.
Mathematics: *A*, *C*.
Latin: 4, 5, 6.
Second Language:

3 Point Requirement

Greek: *A* (i), *F*, *BG*, and *CH*;
French: *A*, *B*;
German: *A*, *B*.

2 Point Requirement*

French: *A*;
German: *A*.

Science and other 1 Point Subjects

Botany;
Chemistry;
Physics;
†History;
Music: *B*.

*By special permission from the Board of Admission of Wellesley College two points in Spanish may be offered in place of two points in French or in German.

† See page 34.

All applications for examination, and all other inquiries must be addressed to the Secretary of the College Entrance Examination Board, Hamilton Hall, Post Office Station H, New York, N. Y. Applications must be made upon a blank form to be obtained from the Secretary of the Board.

*A list of places at which the examinations are to be held* in June, 1916, will be published about March 1st. In order that they may receive proper consideration, requests that the examinations be held at particular points should be transmitted to the Secretary of the Board *not later than February 1st.*

Applications for examination at points in the United States east of the Mississippi River (also at Minneapolis, St. Louis, and other points on the Mississippi River), must be received by the Secretary on or before Monday, June 5, 1916, applications for admission to examination elsewhere in the United States or in Canada must be received on or before Monday, May 29, 1916; and applications for examination at points outside the United States and Canada must be received on or before Monday, May 15, 1916.

Applications received later than the dates named will be accepted when it is possible to arrange for the examination of the candidates concerned, but only upon payment of five dollars in addition to the usual examination fee. Candidates filing belated applications do so at their own risk.

The examination fee is five dollars for all candidates examined at points in the United States and Canada, and fifteen dollars for all candidates examined at points outside of the United States and Canada. The fee (which cannot be accepted in advance of the application) should be remitted by postal order, express order, or draft on New York to the order of the College Entrance Examination Board.

## SEPTEMBER EXAMINATIONS

Admission examinations are offered by the College in September as heretofore. In general these examinations are open to those candidates only who propose to enter the current September.

## SCHEDULE OF EXAMINATIONS

### SEPTEMBER, 1916

MONDAY, SEPTEMBER 18

| | |
|---|---|
| 8.30–11.00 A. M. | Algebra. |
| 11.00– 1.00 | Vergil and sight translation of poetry. |
| 2.00– 4.00 P. M. | Plane Geometry. |
| 4.00– 6.00 | Music, Physics. |

TUESDAY, SEPTEMBER 19

| | |
|---|---|
| 8.30–10.30 A. M. | Latin Prose Composition. |
| 10.45–12.45 | Botany, Chemistry. |
| 1.45– 3.45 P. M. | History (Ancient). |
| 4.00– 6.00 | Cicero and sight translation of prose. |

WEDNESDAY, SEPTEMBER 20

| | |
|---|---|
| 8.30–11.00 A. M. | German, 2 points. |
| 8.30–12.45 | German, 3 points. |
| 11.15–12.45 | Greek Prose Composition. |
| 1.45– 4.15 P. M. | French, 2 points. |
| 1.45– 6.00 | French, 3 points. |
| 4.30– 6.00 | Iliad. |

THURSDAY, SEPTEMBER 21

| | |
|---|---|
| 8.30–10.30 A. M. | English 1. |
| 10.45–12.45 | English 2. |
| 1.45– 3.45 P. M. | History (American, English). |
| 4.00– 6.00 | Greek, 1 point. |
| | Greek Grammar and Anabasis. |

## ADMISSION BY CERTIFICATE

Any school whose equipment and curriculum enable it to prepare students for the freshman class, upon complying with the regulations stated below, may receive the right to give a certificate of scholarship which shall exempt the candidate from college examinations for admission in the subject satisfactorily covered by the certificate.

## RIGHT OF CERTIFICATION

Any school in New England desiring the right of certification should apply to the Secretary of the New England College

Entrance Certificate Board, Prof. Frank W. Nicolson, Wesleyan University, Middletown, Conn., before April first of the year in which it is proposed to make use of the privilege.

Any school outside New England desiring the right of certification should apply to the Board of Admission between October first and March first of any year.

In response to this application a blank form will be sent, which the principal is requested to fill out and return, sending with it a catalogue or circular of the school. *Specimen laboratory notebooks* must be submitted before science courses will be approved.

*During the interval between March first and October first applications for the right of certification will not be considered by the Board of Admission.*

In case the credentials of the school are approved by the Board of Admission, the right of certification is given for three years. At the expiration of this time the renewal of the right will depend upon the number of students sent during the three years either to Wellesley College or to some other college of equal rank, and upon the character of the preparation of these students as shown by their college record. The right of certification may be withdrawn at any time from a school which fails to give complete and satisfactory preparation.

## CERTIFICATE OF SCHOLARSHIP

1. After a school has received the right of certification, the principal must present, upon a blank form furnished by the College, a certificate of scholarship for each candidate. Certificate blanks will be sent about April first to the principals of all accredited schools having candidates registered for the current year.

2. These certificates must be forwarded in time to be received at the College *by July first.* Science laboratory notebooks must be received at the College by *June fifteenth.*

On or before August first each candidate will be informed of the decision with regard to her certificate. Certificates re-

ceived *after July first* may be refused and in any case the decision will be necessarily delayed to the great disadvantage of the candidate.

3. All certificates must show distinctly that the candidate has met in detail the requirements as published in the current Calendar. Whenever any variation has been allowed, the work done must be specifically stated and offered as an equivalent, to be accepted or refused. *Attention is called to the division of the admission subjects into Preliminaries and Finals stated on page 27, and to the regulation in regard to the time of examination in "Finals."*

4. All certificates must be signed by the principal of the school.

5. Partial certificates from two accredited schools will be accepted for the admission of a candidate only when permission has been obtained from the Board of Admission.

6. All work completed after July first must be tested by examination at the College in September. Certificates for such work will not be accepted.

7. The candidate who has received the certificate of a principal will not be exempt from the examinations for admission in any particular subject, unless her certificate shows that she has satisfactorily accomplished the full amount of work required in that subject. Any student whose certificate is found on July first to be seriously deficient, may be refused the privilege of taking examination the following September.

## ADMISSION TO ADVANCED STANDING

Candidates for advanced standing must fulfill the requirements for admission to the freshman class, and must also be prepared to be examined in the required studies previously pursued by the class which they wish to join, and in a sufficient number of electives to give full standing with that class.

Such candidates, if they come from other colleges, may present certificates of college work, but should clearly understand

that these do not necessarily exempt them from examinations. Each candidate should apply for a statement of the credentials which she will need to present. These credentials are due not later than *July first.* Candidates for advanced standing whose credentials admit them *to Junior or higher rank*, will take precedence of candidates for the freshman class in the assignment of rooms.

All correspondence should be addressed to the College Recorder.

Candidates are referred to page 25 for the general statement as to the time at which applications should be made.

## ADMISSION OF CANDIDATES FOR THE M.A. DEGREE

Candidates for the degree of Master of Arts must be graduates of Wellesley College or of other institutions of satisfactory standing, and must present adequate credentials as to their ability to carry on the work for the M.A. degree.

Applications for admission as graduate students should be made upon forms which will be furnished by the College Recorder on request. It is desirable that the application be sent by May first of the year in which the student proposes to enter. It should be accompanied by records of standing, and, if possible, by papers and reports of work.

A matriculation fee of five dollars is payable when a student is accepted as a candidate for the Master's degree: for a graduate student without a scholarship it will be deducted from the first tuition fee; for a graduate student with a scholarship it will be deducted from the diploma fee. The diploma fee of twenty-five dollars is payable when the degree is received.

Thirty scholarships, as described on page 167, are open to accepted candidates for the M.A. degree, not residing in college buildings.*

Circulars containing full information for graduate students

* With the present dormitory accommodations it is not ordinarily possible to reserve rooms on the campus for graduate students; if candidates secure places in college buildings they must pay the full charge for board and tuition.

will be sent on application to the College Recorder. For requirements for the M.A. degree see page .

## ADMISSION OF STUDENTS NOT CANDIDATES FOR A DEGREE

Applicants who give satisfactory evidence of ability to pursue advanced courses of study may be admitted at the discretion of the Board of Admission, provided that they satisfy the requirements of the departments which they propose to enter. It will be noted that opportunities of prosecuting work along special lines are thus open to persons of experience and success in teaching who possess the requisite qualifications for admission to college classes.

Applicants of less maturity and acquirement are not ordinarily admitted, but if such desire admission they must expect to meet, by examination or by certificate from an accredited school, the requirements prescribed for admission to the freshman class, or a full equivalent for them and to satisfy such additional requirements as are prescribed by the departments which they propose to enter. Specific statements of these requirements in Music will be found on pages 140, 141; in Hygiene on page 115. Candidates for admission to the department of Hygiene must offer Chemistry or Physics as one of the fifteen points required for admission.

All courses, graduate as well as undergraduate, are open to special students, subject to the conditions stated by the various departments; but every such student is expected to choose a primary subject to which she should devote the greater part of her time. A student who creditably completes a prescribed group of courses will be granted a certificate.

As the capacity of halls of residence is not sufficient for candidates for degrees, special students cannot be lodged in the college buildings. Comfortable homes may be found in the village at about the same expense as in college houses.

All correspondence should be addressed to the Secretary to the Board of Admission.

# COURSES OF INSTRUCTION

The following Courses of Instruction are offered by the several departments. The College reserves the right to withdraw the offer of any course not chosen by at least six students.

All courses are classified in grades I, II, III; grade I including elementary courses and grade III the most advanced courses. The Roman numeral following the title of a course indicates the grade to which it belongs.

## CLASSICAL ARCHAEOLOGY

PROFESSOR: ALICE WALTON, PH.D.

1. Introduction to Classical Archæology (Art 2). III.

*Open to juniors and seniors who have completed two full courses in either Art, or Greek, or Latin, or who have completed one full course and are taking a second in any of these three departments. Three hours a week for a year.*

Miss Walton.

The course will present the principles of the development of Greek and Roman Art, as expressed in sculpture and the minor arts, such as vases, coins, gems, and painting. The treatment will be by periods, not by subject, and the work of the fifth and fourth centuries will be especially emphasized. In 1915–1916 more attention will be paid to the prehistoric (Cretan and Mycenæan) and archaic periods than to the Hellenistic and Roman periods. In 1916-1917 the reverse method will be followed.

3‡. Topography of Greek sites with special reference to Athens. III. (Not offered in 1915–1916.)

*Open to students who have completed three full courses in Greek. Three hours a week for the first semester.*

Miss Walton.

‡ Archæology 3–4 and Latin 15–18 are not usually given in the same year.

The work will be based upon the text of Pausanias, in which there will be practice in rapid reading, besides close study of architectural history based on certain portions.

4‡. History of Greek Ceramics. III. (Not offered in 1915–1916.)

*Open to students who have completed course 1 or 3. Three hours a week for the second semester.*

Miss Walton.

So far as possible, the work will be illustrated by the vase collection in the Boston Museum of Fine Arts.

## ART

PROFESSOR: ALICE VAN VECHTEN BROWN.
INSTRUCTORS: ALICE WALTON, PH.D., PROFESSOR OF ARCHAEOLOGY,
ELIZA JACOBUS NEWKIRK, M.A.,
MYRTILLA AVERY, M.A., CURATOR,
BERTHA KNICKERBOCKER STRAIGHT,[4] B.A.
LECTURER: LUCY JANE FREEMAN, M.A.
ASSISTANT: CORINNE LYLE CRANE, B.A.
MUSEUM ASSISTANT: CELIA HOWARD HERSEY, B.A.

1. History of Architecture from the Classic Period through the Renaissance. II.

*Open to students who have completed course 3. Three hours a week for a year.*

Miss Newkirk.

The aim of this course is to give a general view of the development of styles and a thorough understanding of their essential elements, both constructive and decorative.

First semester: Introduction to the subject and history of Architecture from the classic to the Gothic periods.

Second semester: Architecture of the Gothic and Renaissance periods.

Text-book: *History of Architecture*, A. D. F. Hamlin.

‡ Archæology 3-4 and Latin 15-18 are not usually given in the same year

[4] For the first semester.

2. Classical Sculpture (Archæology 1). III.

*Open to juniors and seniors who have completed two full courses in either Art, or Greek, or Latin, or who have completed one full course and are taking a second in any one of these three departments. Three hours a week for a year.*

Miss Walton.

The course will present the principles of the development of Greek and Roman Art, as expressed in sculpture and the minor arts, such as vases, coins, gems, and painting. The treatment will be by periods, not by subject, and the work of the fifth and fourth centuries will be especially emphasized. In 1915-1916 more attention will be paid to the prehistoric (Cretan and Mycenæan) and archaic periods than to the Hellenistic and Roman periods. In 1916-1917 the reverse method will be followed.

3. History of Italian Painting through the Fifteenth Century. I.

*Open to freshmen, sophomores, and juniors without prerequisites. Three hours a week for a year.*

Miss Freeman.

The course will lay special emphasis on the qualities of composition and the analysis of individual paintings for the development of artistic appreciation.

Subject: As introduction, Early Christian and Byzantine art; Schools of the thirteenth and fourteenth centuries; Renaissance movement from Masaccio to its culmination; Schools of Siena, Umbria, and Venice through the fifteenth century.

4. Domestic Architecture of Italy and England. III.

*Open to students who have completed courses 1 and 3, and have completed or are taking course 2. Three hours a week for a year.*

Miss Newkirk.

First semester: Renaissance Palaces in Italy, their origin and development. The Renaissance Villa.

Second semester: The English House of the Tudor and Renaissance Periods. Comparison of the Georgian work in England and America.

10. History of Italian Painting during the High Renaissance. III.

*Open to students who have completed courses 1 and 3, and have completed or are taking course 2. Three hours a week for a year.*

Miss Brown.

In this course critical study will be given to the position and quality of the following artists: Leonardo, Michelangelo, Raphael, Correggio, Giorgione, Titian, Tintoretto, and Veronese. Critical and artistic study of photographs is required, and an understanding of the methods used by Crowe and Cavalcaselle, Morelli, Berenson and other critics.

13. Outline Course in the History of Art. II.

*Open to seniors only. Three hours a week for a year. No prerequisites.*

Miss Avery.

This course furnishes an outline of the general development of styles in architecture, sculpture, and painting, and aims to give a general knowledge and æsthetic appreciation of important monuments.

5. Studio Practice. I.

*Open to sophomores, juniors, and seniors. No prerequisites. One hour a week for a year.* (*Three hours of studio practice.*)

Miss Newkirk.

Drawing, sketching, modeling.

14. Studio Practice. II.

*Open by permission of the instructor to students who have completed course 5. One hour a week for a year.* (*Three hours of studio practice.*)

First Semester, Miss Brown.
Second Semester, Miss Crane.

First semester: drawing, sketching. Second semester: color work.

15. Studio Practice. II.

*Open by permission of the instructor to students who are taking or have completed course 14. One hour a week for a year.* (*Three hours of studio practice.*)

Miss Brown.

First semester: drawing, sketching. Second semester: color work.

16. Studio Practice. II.

*Open by permission of the instructor to juniors and seniors who have completed course 14. Two hours a week for a year.* (*Six hours of studio practice.*)

First Semester, Miss Straight.
Second Semester, Miss Brown, Miss Crane.

First semester: drawing and design, preparatory to the second semester's work. Second semester: drawing from life; and design at the discretion of the instructor.

18. Graduate Course in Italian Painting. III. (Not offered in 1915–1916.

*Open to graduates who have completed course 10 or its equivalent.*

The course is intended to train in methods of attribution.

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GENERAL NOTES.—Practical work may be taken independently of the History of Art and will count toward the degree if one or more courses in the History of Art are taken before graduation. After one course in the History of Art has been completed, three hours of practical work as indicated in 5, 14, 15, 16, above, equivalent to nine hours of practice, may count toward the degree; *four hours of practical work*, equivalent to twelve hours of practice, may so count, if *six hours* in the History of Art have been completed.

Students in art courses are required to use laboratory methods, examining and comparing, sketching or describing the photographs used in illustration.

Previous preparation in drawing is not required.

N. B. Any student who desires to give yearly the time of one full course to studio work throughout her college course may do so by spending five years in college before taking her degree instead of four.

The art library is open to students from 8.15 to 5.30 daily, and from 7.15 to 9.15 on announced evenings.

## ASTRONOMY

PROFESSORS: SARAH FRANCES WHITING, SC.D., ELLEN HAYES, B.A.

INSTRUCTOR: LEAH BROWN ALLEN, M.A.

LABORATORY ASSISTANT: MARY WOOD DALEY, M.A.

CURATOR: ELIZABETH PHEBE WHITING.

1. Physical Astronomy. II.

*Open to juniors, seniors, and to sophomores who have completed Physics 1 or Chemistry 1 or an equivalent. Three hours a week for a year.*

Miss Whiting, Miss Allen.

A general survey of present knowledge of the universe, and of the methods by which this knowledge has been obtained.

Special emphasis upon astrophysics. One third of the course consists of observation of the heavens with the naked eye and equatorial telescope, work with the spectroscope, with the ephemeris, and with charts and photographs of the moon and stars.

2. General Astronomy. II.

*Open to students who have completed course 1 in Pure Mathematics. Three hours a week for a year.*

Miss Hayes, Miss Daley.

This course offers a systematic treatment of the fundamental facts and principles relating to planetary and stellar phenomena, illustrated and supplemented by practical exercises. Opportunity is given for work at the observatory with the clocks and equatorial tele scopes.

Study of the moon is continued throughout the year, and an extended series of naked eye observations is made of the positions of one planet.

3. Practical Astronomy. III. (Not given in 1915–1916.)

*Open to students who have completed course 2 and who have completed or are taking course 1 in Applied Mathematics. Three hours a week for a year.*

Miss Hayes.

Work at the observatory with clock, chronograph, sextant, surveyor's transit, prismatic transit, equatorial telescope.

Text-book: Campbell's *Practical Astronomy.*

4. Celestial Mechanics. Observatory Work. III. (Not given in 1915–1916.)

*Primarily for graduate students who have completed course 3, or an equivalent. Three hours a week for a year.*

Miss Hayes.

The course will include the development of the theory of a parabolic orbit, and the determination of one such orbit, with special training in computing.

The practical work of course 3 will be continued.

5. Elementary Astrophysics. III.

*Open to students who have had at least one year of Astronomy. Three hours a week for a year.*

Miss Whiting, Miss Allen.

The use of instruments and consultation of original memoirs in the study of astronomical spectroscopy, variable stars, the solar and planetary surface, measurement of photographic plates.

7. Modern Cosmology. III.

*Open to students who have completed one course in Astronomy. Three hours a week for a year.*

Miss Hayes.

A non-mathematical course designed to give an outline of the evidence underlying the present theories concerning the major features in the evolution of stellar and planetary bodies.

8. Advanced Astrophysics. III.

*Primarily for graduate students, but open by special permission to seniors who have completed course 5 or 10. Three hours a week for the first semester.*

Miss Whiting.

A study of the history and theories of variable star astronomy. Observation of variable stars with telescope and photographic plate.

9. Spectroscopic Astronomy. III.

*Primarily for graduate students, but open by permission to seniors who have completed course 5 or 10. Three hours a week for the second semester.*

Miss Whiting.

Classification of stars from plates, measurement of spectrograms for radial velocity.

10. Stellar Motions and Astronomical Prediction. III. (Not given in 1915–1916.)

*Open to students who have had one year of Astronomy. Three hours a week for a year.*

Miss Allen.

Routine methods of determining time. The use of the micrometer. Solar and lunar eclipses and occultations. Selected chapters from Campbell's *Stellar Motions*.

## BIBLICAL HISTORY, LITERATURE AND INTERPRETATION

PROFESSOR: ELIZA HALL KENDRICK, PH.D.,
ANGIE CLARA CHAPIN, M.A., PROFESSOR OF GREEK.

ASSOCIATE PROFESSORS: ADELAIDE IMOGENE LOCKE, B.A., S.T.B.,
KATRINE WHEELOCK, B.D.

INSTRUCTORS: ELEANOR DENSMORE WOOD, M.A.,
MURIEL ANNE STREIBERT, B.A., B.D.,
LOUISE PETTIBONE SMITH, M.A.

### I. Biblical History

The requirement in Biblical History for a degree is met by taking courses 1 or 10, and *one* of the following courses: 3, 4, 5, 6, 8-12.

1. Studies in Hebrew history. I.

*Open to sophomores. Two hours a week for a year.*

Miss Smith.

This course is planned to include in addition to the historical outline as careful a study of the growth of Hebrew religious conceptions and the literary masterpieces of the Old Testament as is possible in the limited time of the course.

10. The Development of Thought in the Old Testament. I.

*Open to sophomores. Three hours a week for a year.*

Miss Locke, Miss Streibert, Miss Wheelock.

It is the purpose of this course to offer studies in the development of religion and ethics in the Old Testament. There will be included such historical study of Hebrew national life and such presentation of the literary problems connected with the Old Testament writings as are necessary to make intelligible the development of Jewish thought. This course counts as an equivalent to course 1 and a one-hour elective.

3. The Development of Thought in the New Testament. II.

*Open to students who have completed course 1 or 10. Three hours a week for a year.*

Miss Kendrick, Miss Wheelock.

It is the purpose of this course to offer studies in the essential teachings of Christianity as represented by the several New Testament writers. There will be included such historical study of New Testament times and such presentation of the questions of New Testament introduction as are necessary to make intelligible the development of Christian thought.

4. The Life of Christ. II.

*Open to students who have completed course 1 or 10. Two hours a week for a year.*

Miss Wood.

Aim: (1) To study the environment of Christ in the government, institutions, manner of life, ideals and literature of the Jewish people of His time.

(2) To follow the unfolding of His life from the historical point of view.

(3) To study the teachings of Christ: (*a*) in their historical connections as far as possible; (*b*) topically.

(4) To become acquainted with the leading problems regarding the person and work of Christ, with different points of view and with the best literature on the subject.

8‡. The Life of Paul. II.

*Open to students who have completed course 1 or 10. Two hours a week for the first semester.*

Miss Wood.

A study of the life and writings of Paul. The themes treated: Paul's environment and the influences affecting him; the facts of his life; the contents of his writings; his conception of Christianity; his influence in the church.

12‡. The Johannine Literature. II.

*Open to students who have completed course 1 or 10. Two hours a week for the second semester.*

Miss Wood.

‡ Given as semester course in the year 1915–1916.

The course is in two parts:—

(1) Special. Exegetical study of the Fourth Gospel.

(2) General. The Johannine literature as a whole. The relation of the Fourth Gospel to the narrative of the synoptic writers, and to the Christology of Paul.

5. Greek Testament. Text study of the Gospels. II.

*Open to students who have completed course 1 or 10 and Greek 1. Two hours a week for a year.*

Miss Chapin.

First semester, the synoptic Gospels; second semester, the Gospel of St. John. Lectures and readings.

6. Greek Testament. Studies in the life and literature of the Apostolic Age. II. (Not offered in 1915–1916.)

*Open to students who have completed course 1 or 10 and Greek 1. Two hours a week for a year.*

Miss Chapin.

Readings from the books of Acts, the Epistles, and the early extra-canonical literature in Greek.

7. Sources of New Testament Greek in the Septuagint. III. (Not given in 1915–1916.)

*Open to students who have completed course 5. One hour a week for a year.*

Miss Chapin.

Quotations from the Old Testament in the New; lectures. Illustrative readings, chiefly from the Psalms in Greek.

9. History of Religions. III.

*Open to students who have completed two courses in Biblical History. Three hours a week for a year.*

Miss Locke.

Introductory study of primitive religions followed by an outline comparative study of the rise and development of the leading historic faiths.

## II. Hebrew

1. Elementary Hebrew. III. (Not given in 1915–1916.)

*Open to juniors and seniors. Three hours a week for a year.*

The elements of Hebrew grammar, with practice in translation and the memorizing of a vocabulary. Reading of the book of Ruth and of stories selected from Genesis, Judges, or I Samuel.

At the end of the course the student should be able to read simple Hebrew and to use the language in the study of the Old Testament.

## BOTANY

PROFESSOR: MARGARET CLAY FERGUSON, PH.D.

ASSOCIATE PROFESSORS: LINCOLN WARE RIDDLE, PH.D.,
LAETITIA MORRIS SNOW,[3] PH.D.

INSTRUCTORS: MARY CAMPBELL BLISS,[3] M.A.,
ALICE MARIA OTTLEY, M.A.,
MABEL ANNIE STONE, M.A.,
MARGARET HEATLEY, M.A.,
RUTH FLORENCE ALLEN, PH.D.,
MARGARET DEMERITT, M.S.,
FLORA CHARLOTTE ANDERSON, B.A.,
HELEN ISABEL DAVIS, B.A.,
NELLIE FOSDICK, B.A.

CURATOR: ADA WILLARD BANCROFT, B.A.

LABORATORY ASSISTANT: EMMA LUELLA FISK, B.A.

5. Plant Studies. I.

*Open to freshmen and sophomores. Three hours a week for a year.*

Miss Ferguson, Miss Stone, Miss Heatley,
Miss Allen, Miss DeMeritt,
Miss Anderson, Miss Fosdick.

This course is designed to bring the student into sympathy with the plant world, to cultivate the power of careful observation, to give a knowledge of the fundamental principles of plant life and plant breeding.

The structure and development of certain plants are studied from seed germination to fruit formation, and

[3] Absent on leave.

the more simple problems connected with the adjustment of plants to their surroundings are investigated. Students are trained to know the herbaceous plants in their spring condition, to recognize the early flowers, and to know our common trees both in their winter and in their summer aspect.

6. Elementary Morphology and Ecology. I. (Not offered in 1915–1916.)

*Open to students who have met the admission requirement or its equivalent. Three hours a week for a year.*

Miss Snow.

This course is intended for students who have had some elementary Botany and wish to continue the subject in college. It is designed to supplement the work already done in plant morphology, and to give training in the general principles of structural and field ecology. Whenever feasible the laboratory work will be conducted in the field.

1. General Botany. II.

*Open to juniors and seniors, and to sophomores who have completed course 5 or its equivalent. Three hours a week for a year.*

Miss Ferguson, Miss Ottley, Miss Allen.

This course treats of plant structures, plant physiology, the relation of plants to their environment, and the evolution of the plant kingdom. A certain amount of field work accompanies the laboratory studies.

2. Natural History of the Cryptogams. III.

*Open to students who have completed course 1. Three hours a week for a year.*

Mr. Riddle.

A critical study of the structure and development of the Algæ, and of the taxonomy of Algæ, Liverworts, Mosses, and Ferns, with practical experience in the collection and determination of these plants.

3. Taxonomy and Geographical Distribution of the Phanerogams. III.

*Open to students who have completed course 1. Three hours a week for a year.*

Mr. Riddle, Miss Heatley.

A study of the genetic relationships and distribution of flowering plants conducted both in the laboratory and in the field. The course aims to give the student an acquaintance with the local flora, and independence in the determination of plants by the use of manuals and keys.

4. Bacteria, Yeasts, and Moulds in the Home. II.

*Open to students who have completed one full course in Botany or Chemistry or Zoology. One hour a week for a year.*

Mr. Riddle, Miss DeMeritt.

This course is devoted to a consideration of bacteria, yeasts, and moulds in their relation to the affairs of daily life; special emphasis is placed on the importance of these organisms in the household, their connection with water and milk supplies, and with the preservation of foods.

7. Plant Problems. III.

*Open to graduate students. Three or six hours a week for a year.*

Miss Ferguson, Mr. Riddle.

This is primarily a laboratory course, but a definite weekly appointment is made with each student for a report of the papers read and of the progress of her study; and a final paper or thesis embodying the results of her investigations is required. A special problem in one of the following subjects is assigned to each student: embryology, histology, physiology, ecology, taxonomy.

12. Horticulture and Landscape Gardening. II.

*Open to students who have completed course 1 or its equivalent. Three hours a week for a year.*

Miss Davis.

This course aims to give a knowledge of the ornamental plants, their classification, habit, propagation and culture; to develop artistic expression through the use of these plants in landscape gardening, and to give an appreciation of art in nature.

The lectures are supplemented by work in the greenhouse and the field, and by excursions for observation and study at the noted estates and collections near Boston.

13. Comparative Morphology, Histology, and Embryology. III.

*Open to juniors and seniors who have completed course 1. Three hours a week for the year.*

Miss Ferguson, Miss Ottley.

Preliminary studies of the structure, development, and contents of the vegetable cell, nuclear and cell division, tissue formation. Especial emphasis is placed on tracing the development and homologies of sporogenous, reproductive, and embryological organs, and on the problems of evolution and inheritance. In connection with these studies, practical exercises are given in the most approved methods of cytological and histological technique.

14. Botanical Seminary. III. (Not offered in 1915–1916.)

*Required of graduate students, and open to seniors by permission. One hour a week for the year.*

Miss Ferguson.

Readings and discussions of current literature; reports of problems under investigation; studies in the historical development of some phase of botanical knowledge.

## CHEMISTRY

PROFESSOR: CHARLOTTE FITCH ROBERTS, PH.D.
ASSOCIATE PROFESSOR: CHARLOTTE ALMIRA BRAGG, B.S.
INSTRUCTORS: HELEN SOMERSBY FRENCH, PH.D., MINNIE ALMIRA GRAHAM, PH.D.
CURATOR: LOUISE ISABEL JENISON, M.A.

1. Elementary Chemistry. Lectures and laboratory work. I.

*Open to all undergraduates. Three hours a week for a year.*

Miss Bragg, Miss French.

Course 1 is for beginners in Chemistry, and is intended to familiarize the student with the important properties of the elements and their compounds, with their modes of preparation, and with such tests as shall lead up to the study of systematic Qualitative Analysis; also to present the laws governing chemical reactions, the meaning of chemical equations, and the more recent theories adopted in the science.

2. Qualitative Analysis. II.

*Open to students who have completed course 1 or 4. Three hours a week for the first semester.*

Miss Graham.

This course supplements course 1 by presenting more in detail the properties and characteristic reactions of the metallic elements. Practical methods of separating and recognizing the elements present in mixtures are taught, and the progress of the student is constantly tested by the examination of substances, the composition of which is unknown to the student.

4. General Chemistry. I.

*Open to students who have met the admission requirement or its equivalent. Three hours a week for a year.*

Miss Roberts.

The course aims to give a thorough knowledge of the fundamental principles of the science, and to take up, so far as time allows, subjects of interest and importance in daily life.

5. Quantitative Analysis. II.

*Open to students who have completed course 2. Three hours a week for the second semester.*

Miss Graham.

In this course a few typical processes involving both volumetric and gravimetric methods are taught, to illustrate the general principles of Quantitative Analysis.

6. Air, Water, and Food Analysis. III.

*Open to students who have completed courses 1, 2, 5, and 7. Three hours a week for the first semester.*

Miss Bragg.

7. Organic Chemistry, with laboratory work in organic preparations. III.

*Open to juniors and seniors who have completed or are taking course 2 and, by special permission, to seniors who have completed course 1 or course 4. Three hours a week for a year.*

Miss Roberts.

8. Theoretical Chemistry. III.

*Open to seniors who have completed or are taking course 7. Three hours a week for the second semester.*

Miss Roberts.

9. Selected Subjects in Theoretical and Physical Chemistry, with laboratory work in the determination of vapor densities and molecular weights. III.

*Open to seniors and graduates who have completed or are taking course 8. Three hours a week for a semester.*

Miss Roberts.

10. Advanced Laboratory Course: Special Work in Organic Preparations or Problems of Food Analysis, or Advanced Analytical Chemistry. III.

*Open to seniors and graduates. Three hours a week for a semester.*

Miss Roberts.

The subject treated each year is arranged on consultation with the department.

Courses 9 and 10 will not ordinarily be given the same year.

11. Historical Chemistry. II. (Not given in 1915–1916.)

*Open to students who have completed course 1 or 4. Three hours a week for the first semester.*

Miss Roberts.

This course treats of the beginnings of Chemistry, and its development to modern times. It includes a study of the work of the alchemists, and of the lives and discoveries of the more prominent founders of the science.

## ECONOMICS AND SOCIOLOGY

PROFESSOR: EMILY GREENE BALCH, B.A.
ASSOCIATE PROFESSOR: ANNA PRICHITT YOUNGMAN, PH.D.
INSTRUCTOR: MARION DUTTON SAVAGE, M.A.
LECTURER: ROBERT GROSVENOR VALENTINE, B.A.

1. Elements of Economics. I.

*Open to sophomores, juniors, and seniors, but intended primarily for sophomores and juniors. Three hours a week for the year.*

Miss Youngman.

An introductory course designed to give the student acquaintance with economic facts and training in economic reasoning. Illustrations will be drawn from actual observation of the conditions determining prices, land values, wages, profits and standards of living. In the second semester, certain legislative problems relating to currency, banking, the tariff, etc., will be discussed in class.

2. Economic History of the United States. II. (Not given in 1915–1916.)

*Open to students who have completed one course in Economics. Three hours a week for a year.*

Miss Youngman.

A study of our national development in its material and social aspects.

3. Economic History of England. II. (Not given in 1915–1916.)

*Open to students who have completed one course in Economics. Three hours a week for the first semester.*

Miss Balch.

A study of the evolution of industrial forms, more especially of villeinage, gilds, domestic manufacture and the factory system.

4. Socialism. III. (Not offered in 1915–1916.)

*Open to juniors and seniors who have completed two courses in Economics. Three hours a week for the first semester.*

Miss Balch.

A critical study of modern socialism, including the main theories and political movements.

5. Statistical Study of Certain Economic Problems. III. (Not offered in 1915–1916.)

*Open to juniors and seniors who have completed two courses in Economics. Three hours a week for the first semester.*

6. Social Economics. III.

*Open to seniors (and by special permission to juniors) who have completed one full course for a year in Economics. Three hours a week for the first semester.*

Miss Savage.

A study of the dependent, defective, and delinquent classes, accompanied by discussion of methods of dealing with each.

7 Social Economics. III.

*Open to seniors (and by special permission to juniors) who have completed one full course for a year in Economics. Three hours a week for the second semester.*

Miss Savage.

A discussion of methods of meeting certain normal social needs, such as housing, sanitation, education, and recreation.

8. The Modern Labor Movement. III.

*Open to juniors and seniors who have completed one full course for a year in Economics. Three hours a week for the first semester.*

Miss Balch, Mr. Valentine.

A study of the modern industrial situation, with special attention to the organization of labor and the attitude and function of the employer.

9. An Introduction to General Sociology. III. (Not offered in 1915–1916.)

*Open to students who have completed two courses in Economics. Three hours a week for a year.*

Miss Balch.

A study of facts and theories of social development, and more especially of the growth of institutions, such as the family, the state, law, and property. During the second semester the social and ethnic origins of society are considered.

10. Immigration. II.

*Open to students who have completed one course in Economics. Three hours a week for the second semester.*

Miss Balch.

A study of immigration into the United States, the race elements represented and their geographical distribution; the social, political, and economic influence of our foreign populations; the history of restrictive legislation and the arrangements thus far provided for the reception and care of aliens.

12. The Trust Problem. III.

*Open to juniors and seniors who have completed one full course for a year in Economics. Three hours a week for the second semester.*

Miss Youngman.

This course will deal with the various forms of monopolistic organization, the growth of the movement toward large scale production, the history of characteristic combinations, federal and state legislation and judicial decisions relating to the subject, the alleged advantages and evils of trusts and proposed remedies for the latter.

15. History of Economic Thought. II.

*Open to seniors and by special permission to juniors. Three hours a week for the first semester.*

Miss Balch.

A discussion of the development of economic thought, especially during the last two centuries, in relation to industrial and social conditions.

16. Money and Banking. III.

*Open to juniors and seniors who have completed one full course for a year in Economics. Three hours a week for the first semester.*

Miss Youngman.

The course deals mainly with the principles of money and banking, but it is also designed to give the student some acquaintance with the history and chief characteristics of typical modern systems of banking.

17. Economics of Consumption. II. (Not offered in 1915–1916.)

*Open to students who have completed one course in Economics. Three hours a week for the second semester.*

Miss Balch.

This course will deal with both theoretical and practical aspects of the use of wealth. Some or all of the following topics will be discussed: the division of public and private incomes between use as capital and use for immediate consumption (functions and limits of saving), "Engel's law," standards of living, workingmen's budgets and the minimum wage, Veblen's theory of conspicuous consumption, the rôle and social limits of luxury, final utility and its relation to expenditure. The function of women in directing household expenditure will be considered throughout.

20. Industrial and Social Legislation. III.

*Open to juniors and seniors who have completed one full course in Economics. Three hours a week for the second semester.*

Miss Balch, Mr. Valentine.

This course will deal with factory laws, labor laws, social insurance and other types of reform by means of legislation.

## EDUCATION

PROFESSORS: ARTHUR ORLO NORTON, M.A.,
ANNA JANE MCKEAG, PH.D., LL.D.

INSTRUCTORS: MURIEL ANNE STREIBERT, B.A., B.D.,
INSTRUCTOR IN BIBLICAL HISTORY.
SAMUEL MONROE GRAVES, PH.D.

LECTURER: ANNA WHITE DEVEREAUX.

GRADUATE ASSISTANT: EDITH ESTELLE AGNEW, B.A.

6. Introductory Course in Education. II.

*Open to juniors who have taken or who are taking the required course in Philosophy, and to seniors. Three hours a week for a year.*

Mr. Norton, Miss McKeag, Mr. Graves.

This course is organized to meet the needs not only of prospective teachers but also of all who are interested in the intelligent direction of education as a phase of social service. Its purpose is to give a general survey of the practices, theories, and problems of modern education.

The work of the course is illustrated throughout the year by visits to assigned schools for the observation of children and of class-room practice, by examples of school work, and by lantern slides.

5. Principles and Problems of Religious Education. III.

*Open to seniors who have completed the first semester of Education 6. Three hours a week for the second semester.*

Miss Streibert.

The aims of religious education in the light of the fundamental characteristics and present tendencies of Christianity. The religious development of the individual. The selection and use of Biblical material for different ages. The Sunday school: its organization, curricula, and methods of teaching; its relation to the home.

1. Principles of Education. II.

*Prescribed for students in Hygiene who have completed the required course in Psychology. Three hours a week for the second semester.*

Mr. Graves.

A survey of the general principles of education, selected from the material described in more detail under Education 6.

2. Advanced Course in the History of Education. III.

*Open to seniors who have completed a full course in Education, and to graduates. Three hours a week for a year.*

Mr. Norton.

From the point of view of this course modern education appears as the outcome of a long series of historic events, the effects of which are visible in the ideals, studies, modes of teaching, and organization of our present schools, colleges, and universities. The purpose of the year's work is to study in some detail the most important events in the history of European and American education, and their effects on the present course of educational affairs.

The lectures are constantly illustrated by original manuscripts, facsimiles, early editions of noted text-books, and similar historical documents, by translations from the sources, and by numerous lantern slides.

3. Problems in Education. III.

*Open to graduates who have completed a full course in Education. Three hours a week for a year.*

Mr. Norton.

The subject-matter of this course will vary from year to year in accordance with the equipment and needs of students. The topics for study will be chosen from the field of experimental or statistical investigation or from that of the general science of education.

4. Secondary Education. III.

*Open to seniors who have completed a full course in Education, and to graduates. Three hours a week for a year.*

Miss McKeag.

The history and principles of secondary education, with special reference to the high schools of the United States. A study will be made of approved methods of teaching English, foreign languages, sciences, mathematics, and history in high schools. Opportunity will be given for observation of the work of specially successful high school teachers in the subject which the student expects to teach.

In connection with this course the Department of Education requires from graduates a semester of systematic practice teaching in a high school, to be done as independent work, under the guidance of the Department and with the co-operation of the principal of the high school. Practice in teaching is not open to undergraduates.

7‡. The History, Theory, and Problems of the Kindergarten. III.

*Open to graduates who have completed Philosophy 1 or an equivalent, and one full course in Education. (Courses 7 and 8 must ordinarily be taken together.) Three hours a week for a year.*

Miss Devereaux.

The reconstruction of educational theories in the eighteenth and early nineteenth centuries. The relation of this reconstruction to the work of Froebel. The origins and history of the kindergarten movement in Europe and America. Exposition and criticism of the theory of kindergarten practice. Other forms of sub-primary education: the Waverley plan, the Montessori method; their relation to kindergarten practice. The kindergarten and the primary school.

8. Kindergarten Practice: Materials, Methods, Exercises, Technique. III.

*Open to graduates who have completed Philosophy 1, or an equivalent, and one full course in Education (see note below). Three hours a week for a year.*

Miss Devereaux.

Course 8 deals in general with practical applications of the theory given in Course 7. It includes on the one hand a detailed study of the materials, devices, exercises, and methods of the kindergarten, and on the other, extensive observation of their use, with practice in teaching.

NOTE.—Courses 7 and 8 must ordinarily be taken together. Students who complete these courses and two others to be designated by the Department of Education, amounting in all to a full year of graduate work, should be amply qualified to conduct kindergartens.

‡ See note under course 8.

9. Elementary Education: History, Theory, Practice, and Problems. III. (Not given in 1915–1916.)

*Open to graduates who have completed Philosophy 1, or an equivalent, and one full course in Education. Three hours a week for a year.*

Mr. Graves.

Course 9 includes a brief survey of the history of elementary education in the United States, a detailed study of present elementary school practice, a critical discussion of the principles which underlie that practice, and the investigation of selected problems in elementary education.

The purpose of the course is to give to each student a knowledge of existing conditions and problems, some facility in handling the tools and methods of practical research in this field, and ability to formulate her views as to the ideas, scope, and work of the elementary schools.

## ENGLISH

### I. English Literature

PROFESSORS: KATHARINE LEE BATES, M.A., LITT.D.,
VIDA DUTTON SCUDDER, M.A.,
MARGARET POLLOCK SHERWOOD,[3] PH.D.

ASSOCIATE PROFESSORS: LAURA EMMA LOCKWOOD, PH.D.,
MARTHA HALE SHACKFORD,[3] PH.D.,
CHARLES LOWELL YOUNG, B.A.,
MARTHA PIKE CONANT, PH.D.

INSTRUCTORS: ANNIE KIMBALL TUELL, M.A.,
ELIZABETH WHEELER MANWARING, B.A.,
MARION EMSLEY MARKLEY, M.A.

ASSISTANT: ANNE IRENE MILLER, M.A.

1. Outline History of English Literature. I.

*Open to freshmen, sophomores, and juniors. Three hours a week for a year.*

Miss Tuell, Miss Markley, Miss Miller.

[3] Absent on leave.

The object of this course is to give the student a general survey of English literature and to prepare the way for more specialized work. The course is conducted by lectures and critical studies of selected masterpieces.

2. American Literature. II.

*Open to students who have completed or are taking course 1, and to all seniors who are not taking course 14. Three hours a week for a year.*

Mr. Young.

This course attempts to give a comprehensive account of American literature. After a brief introductory study of the Colonial and Revolutionary background, the class reads in turn: (1) the literature of the Middle States; (2) of New England; (3) of the country at large since the Civil War, especially the South and the West. Stress is laid in the class room on the most representative writers.

3. English Lyric Poetry of the Sixteenth and Seventeenth Centuries. II.

*Open to students who have completed or are taking course 1. Three hours a week for a year.*

Miss Conant.

This course considers the lyrics of Wyatt, Surrey, Sidney, Spenser, and Shakespeare; the lyrics of Donne, Herbert, Vaughan, Traherne, Herrick, and Lovelace; and Milton's lyrics as a final expression of the Renaissance. A brief survey completes the history of the English lyric. The course aims to study the life and personality of each poet; the historical background and, chiefly, the essential beauty of these great lyrics as literature, thus developing a keener appreciation of the lyrical quality in poetry.

4. Milton. II.

*Open to students who have completed or are taking course 1. Three hours a week for a year.*

Miss Lockwood.

The primary object of this course is the critical study of Milton as a master in lyric, epic, and dramatic poetry, and as a writer of notable prose. The character and genius of the poet are considered as influenced by the political and religious conflict of the times. Special emphasis is placed on the comparison of Milton's work with that of other great writers who have used the same literary forms.

5. The Literary History of Prose Forms in the Essay. II. (Not offered in 1915–1916.)

*Open to students who have completed or are taking course 1. Three hours a week for the second semester.*

Miss Tuell.

This course considers the development of essay literature from the formal classicism of Bacon, through the satire of Swift, Defoe, and the pamphleteers, to the familiar essay of Addison, Goldsmith, and Lamb, and the character essay in Leigh Hunt, Landor, and Thackeray.

6. Victorian Prose. III.

*Open to students who have completed course 1, and who have completed or are taking a second three-hour course. Three hours a week for a year.*

Mr. Young.

This course considers more especially the work of Dickens, Thackeray, Newman, Carlyle, Macaulay, Arnold, George Eliot, Meredith and Ruskin. Attention is also given to the historical background and to the work of minor men.

7. English Poetry of the Nineteenth Century. III.

*Open to students who have completed course 1, and who have completed or are taking a second three-hour course. Three hours a week for a year.*

Miss Scudder.

This course considers the work of the Georgian and the Victorian poets in their relation to one another and to contemporary movements, political, social, ethical, and æsthetic. Extended study is given to Wordsworth and Coleridge; Shelley and Keats; Tennyson and Browning; with briefer readings from Byron, Scott, Landor, Clough, Arnold, Rossetti, Morris, and Swinburne.

8. English Literature of the Fourteenth Century. II.

*Open to students who have completed or are taking course 1; also to juniors who plan a major concluding with course 10. Three hours a week for a year.*

Miss Markley.

This course includes a chronological study of the major portion of Chaucer's work. Attention is given to Chaucer's chief Latin, French, and Italian sources, to contemporary English literature, and to social conditions. Special study is made of various metrical romances, of *Piers Plowman*, and of *The Pearl*.

9. English Drama through Shakespeare. III.

*Open to students who have completed course 1, and who have taken or are taking a second three-hour course; also to juniors who are beginning their major with course 8. Three hours a week for a year.*

Miss Bates.

This course attempts to trace the dramatic evolution from the Easter Mystery to Shakespeare, to observe the structure and artistic principles of the Elizabethan drama, and to study closely a few of Shakespeare's plays, with reading and discussion of the others.

10. Historical Development of English Literature. III.

*Open to graduates and to approved seniors who have completed courses 8 and 9, and have completed or are taking course 6 or course 7. Three hours a week for a year.*

Miss Scudder.

This course proposes a study of consecutive masterpieces chosen to illustrate the development of English literature from the time of *Beowulf* to the end of the Victorian age. It aims to focus attention upon successive phases of national thought and life as expressed in salient and representative books.

11. Modern Authors. III.

*Open to graduates, and to approved seniors who have completed two three-hour courses in the department. Three hours a week for a year.*

Mr. Young.

Two significant authors are selected each year for close study. The authors for 1915-1916 are Carlyle and Emerson.

12. Critical Problems of the Literature of the Fourteenth Century. III. (Not offered in 1915–1916.)

*Open to graduates, and to approved seniors who have completed two three-hour courses (not including course 8) in the department. Three hours a week for a year.*

Miss Shackford.

This course aims to introduce students to some of the more important problems in the literature of Chaucer and of his contemporaries. Special effort is made to investigate the differentiation of literary types in this era; the influence of foreign writers; the growth of a national spirit; and some of the vital questions of textual criticism.

13. Social Ideals in English Letters. I. (Not offered in 1915–1916.)

Miss Scudder.

This course aims to study the expression in modern English literature of social ideals.

14. English Masterpieces. II.

*Open only to seniors who have completed no full course in the department, or course 1 only, and who are not taking course 2. Three hours a week for a year.*

Miss Conant.

This course is intended to develop sympathetic appreciation of literature through the study of chosen masterpieces. In 1915-1916 the works chosen for discussion in the class room include Scott's *Antiquary;* Jane Austen's *Pride and Prejudice ;* Thackeray's *Vanity Fair ;* selected short stories and ballads; essays and autobiography by Carlyle and Ruskin; the lyric poetry in the *Golden Treasury ;* one of Shakespeare's plays; selections from Tennyson and Browning; and, if time permits, some modern drama.

15. Dryden and Pope. II. (Not offered in 1915–1916.)

*Open to students who have completed or are taking course 1. Three hours a week for a year.*

This course centres in the personality, work, and influence of Dryden and of Pope, while including a knowledge of important contemporary writers, and the social, political, and historical background.

16. Tendencies of Twentieth Century Poetry. III.

*Open only to seniors who have already completed two three-hour courses in the department. One hour a week for a year.*

Miss Bates.

This course proposes to point out the special significance, as related to the English tradition, of the work of certain poets, English and American, of the present century.

17. Development of English Prose Fiction to 1830. I. (Not offered in 1915–1916.)

*Open to all students except freshmen. One hour a week for a year.*

Miss Sherwood.

The work extends from the chivalric romance through the sixteenth-century experiments with new types of fiction and the eighteenth-century development of the novel, to selected masterpieces of Jane Austen and of Scott.

19. Poetics. II.

*Open to students who have completed or are taking course 1. One hour a week for a year.*

Miss Manwaring.

The object of this course is to give the student of literature a keener and more intelligent appreciation of poetic expression.

20. Spenser. II.

*Open to students who have completed or are taking course 1. Three hours a week for the second semester.*

Miss Tuell.

This course proposes a study of Spenser, with special reference to his position as a Renaissance type. The *Faerie Queene* and minor poems will be studied as Renaissance forms with some attention to sources in classic and continental literatures.

21. Arthurian Romance. II.

*Open to students who have completed or are taking course 1. Three hours a week for the first semester.*

Miss Scudder.

This course traces the development of the Arthurian cycle, from the twelfth through the fifteenth century. There is reading in translation of the chronicles and the early verse romances; and in the original form of English romances easily accessible, including Malory's *Morte Darthur*.

22. English Romanticism. III. (Not offered in 1915–1916.)

*Open to graduates, and to approved seniors who have completed two three-hour courses in the department. Three hours a week for a year.*

Miss Sherwood.

A study of the Romantic Movement in England, from its beginnings in the eighteenth century, on through the work of the early nineteenth century poets. Certain phases of the relation of English to German literature during the period of reaction are studied.

23. Critical Studies in English Drama. III.

*Open to graduates and to approved seniors who have completed course 9. Three hours a week for a year.*

Miss Bates.

This course attempts to give graduate training in literary investigation. To each student is assigned some special problem of source, authorship or the like, which she pursues till her conclusion is reached, reporting progress from week to week in the seminar. In the case of candidates for the Master's degree, their subjects will be related, when practicable, to their theses.

24. Special Studies in American Literature. III. (Not offered in 1915–1916.)

*Open to students who have completed course 1 and have taken, or are taking, a second three-hour course, not course 2, in the department. Three hours a week for a year.*

Mr. Young.

This course is designed for the investigation of subjects in American literature.

25. Beginnings of the English Renaissance from Caxton to Spenser. III.

*Open to graduates, and to approved seniors who have completed two three-hour courses in the department. Three hours a week for a year.*

Miss Conant.

This course aims to give graduate training and so to present the beginnings of the English Renaissance that the student may rightly estimate the achievements of the great Elizabethans.

## II. English Composition

PROFESSORS: SOPHIE CHANTAL HART, M.A.,
ALICE VINTON WAITE, M.A.

ASSOCIATE PROFESSORS: AGNES FRANCES PERKINS, M.A.,
JOSEPHINE MAY BURNHAM,[3] PH.D.,
JOSEPHINE HARDING BATCHELDER, M.A.
AMY KELLY,[3] M.A.,

INSTRUCTORS: ELIZABETH WHEELER MANWARING, B.A.,
HELENE BUHLERT MAGEE, M.A.,
ALFRED DWIGHT SHEFFIELD, M.A.,
PERCY WALDRON LONG, PH.D.,
CHARLOTTE MARION BUSH, M.A.,
EMMA MARSHALL DENKINGER, PH.D.,
KATHERINE FORBES LIDDELL, B.A.,
MALCOLM MCLEOD, PH.D.

1‡. General Survey. I.

*Required of freshmen. Three hours a week for a year.*

Miss Hart, Miss Perkins, Miss Batchelder, Miss Manwaring, Mrs. Magee, Mr. Sheffield, Mr. Long, Miss Bush, Miss Denkinger, Miss Liddell.

First semester: expository writing, with emphasis on principles of organization and development. Weekly themes. Second semester: expository writing, with emphasis upon sentences and vocabulary, and upon command of material with interest and force; description. Fortnightly themes or their equivalent.

2‡. Argumentation and Critical Exposition. II.

*Required for a degree. Open to students who have completed course 1. Two hours a week for a year.*

Miss Batchelder, Mr. Sheffield, Mr. Long, Miss Denkinger, Mr. McLeod.

Fortnightly themes, or their equivalent. Studies in argumentation, in criticism, and in forms of fiction.

[3] Absent on leave.

‡ If a student submits papers notably deficient in English, as part of her work in any department, she will incur a condition in English Composition, whether or not she has completed the requirement in English Composition.

3‡. Argumentation and Debates. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Mr. Sheffield.

The elements of argumentation and practice in debates.

4‡. Critical Exposition and Argumentation. Advanced Course. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Mr. Long, Miss Denkinger, Mr. McLeod.

This course aims to familiarize the student with methods of composition in argumentation and critical exposition, including practice in the collation and arrangement of material, the analysis of prose essay style, and the underlying principles of criticism of poetry and of the drama and novel.

6. Long and Short Themes. III.

*Open to juniors and seniors. Two hours a week for a year.*

Miss Manwaring.

Four short themes or their equivalent per week. Long themes at stated intervals. Critical analysis in the class room of themes submitted.

10. The Theory and History of Criticism. III.

*Open to juniors and seniors. One hour a week for a year.*

Miss Hart.

Lectures on the critical theory of Plato and Aristotle and on the more important English and French critics.

16. Advanced Course in English Composition. III.

*Open to students who have completed course 6. Three hours a week for a year.*

Miss Hart.

Studies in structure and style, with frequent practice in writing.

‡ If a student submits papers notably deficient in English, as part of her work in any department, she will incur a condition in English Composition, whether or not she has completed the requirement in English Composition.

## III. English Language

ASSOCIATE PROFESSOR: LAURA EMMA LOCKWOOD, PH.D.
PROFESSOR: ALICE VINTON WAITE, M.A.
ASSOCIATE PROFESSOR: AMY KELLY,[3] M.A.

1. Old English. II. (Not given in 1915–1916.)

*Open to sophomores, juniors, and seniors who have completed a year of language in college. Three hours a week for a year.*

Miss Lockwood.

A study of Old English Grammar. The reading of *Beowulf*, *Judith*, *The Battle of Malden*, and selections from the prose of Alfred and Œlfric.

2. Old and Middle English. III. (Not given in 1915–1916.)

*Open to juniors, seniors, and graduates who have completed course 1. Three hours a week for a year.*

Miss Kelly.

First semester: the reading of the poetry of Cynewulf and of selections from the *Riddles*. Second semester: the study of the Middle English dialects based upon Emerson's *Middle English Reader*. The reading of the romances of *Havelock*, *King Horn*, *Emare*, and *The Siege of Troy*.

3. History of the English Language. III.

*Open to juniors and seniors. Three hours a week for a year.*

Miss Waite.

Origin and structure of the English Language in vocabulary, grammatical inflections, and syntax as the basis of modern usage.

4. Seminar in Old English. III.

*Open to graduates, and to seniors by permission of the department. Three hours a week for a year.*

Miss Lockwood.

[3] Absent on leave.

A study of Old English inflections, phonology, and syntax. The reading of the best pieces of literature in Old English prose and poetry. A particular problem in either literature or language is assigned to each student for investigation.

## FRENCH

PROFESSOR: LOUIS PERDRIAU, LIC. ÈS L.
ASSOCIATE PROFESSOR: OSMOND THOMAS ROBERT, B. ÈS L.
INSTRUCTORS: ALICE TISSEAU,
MATHILDE BOUTRON DAMAZY, B. ÈS L.,
EUNICE CLARA SMITH-GOARD, M.A.,
HELEN ANDERSON SMITH.

All courses beginning with course 1 are conducted in French.

1‡. Elementary Course. French phonetics, grammar, composition, reading, exercises in speaking and dictation. I.

*Open to all undergraduates. Three hours a week for a year.*

Miss Smith-Goard, Miss Smith.

The course includes (1) a practical study of French pronunciation, phonetic drill; (2) the practical study of French grammar; (3) a concise survey of French contemporary institutions.

2‡. Intermediate Course. French phonetics, syntax, composition, readings from contemporary authors of note; exercises in speaking; writing from dictation. I.

*Open to all students who have completed course 1 or the two point admission requirement in French. Three hours a week for a year.*

Miss Smith-Goard, Miss Smith.

‡ First-year French may not be counted toward the B.A. degree if taken after the sophomore year, nor French 2 if taken after the junior year. French 1 and German 1 may not both be counted toward the B.A. degree.

The course includes (1) a practical study of French pronunciation with phonetic drill; (2) a systematic review of syntax introductory to theme writing and oral narrative; (3) selected readings, prepared and sight, from modern writers.

3. French Phonetics, Grammar and Composition. I.

*Open to students who have met the three point admission requirement in French. This course may not be elected without course 5, except by permission of the head of the department. One hour a week for a year.*

Mr. Robert.

The course includes (1) a practical study of French pronunciation with phonetic drill; (2) a study of the French language based on a series of *Leçons de langue française;* (3) weekly written exercises based on the class work.

5. Outline History of French Literature. I.

*Open to students who have met the three point admission requirement in French. This course may not be elected without course 3, except by permission of the head of the department. Two hours a week for a year.*

Miss Tisseau.

The aim of this course is to give the students a very general view of the history of French literature from the Renaissance to the present time, and thus to encourage and prepare students to take up more specialized studies in more advanced courses.

The course is based on a short *Histoire de la littérature française*, and on the reading and explanation of short representative selections from the authors studied.

24. French Phonetics, Grammar and Composition. II.

*Open to students who have completed course 2. This course may not be elected without course 29, except by permission of the head of the department. One hour a week for a year.*

Mr. Robert.

The course includes (1) practical study of French pronunciation with phonetic drill; (2) a study of the French language based on a series of *Leçons de langue française;* (3) weekly written exercises based on the class work.

29. History of French Literature. II.

*Open to students who have completed course 2. This course may not be elected without course 24, except by permission of the head of the department. Two hours a week for a year.*

Miss Damazy.

The aim of the course is to show briefly the evolution of French literature from the Renaissance to the present time. It is based on a short *Histoire de la littérature française,* the reading and explanation of representative short texts.

7. Practical Phonetics with Advanced Grammar and Composition. II.

*Open to students who have completed courses 3 and 5, or 24 and 29. One hour a week for a year.*

Mr. Perdriau.

The course consists of a series of lessons in practical phonetics and advanced grammar, with weekly written or oral exercises based on the lessons.

4. Practical Phonetics with Advanced and Historical Grammar. III.

*Open to students who have completed courses 3 and 5, or 24 and 29. Three hours a week for a year.*

Mr. Robert.

This course is designed for students who intend to teach French.

12. The Classical Period of French Literature. II.

*Open to students who have completed courses 3 and 5, or courses 24 and 29. Three hours a week for a year.*

Mr. Perdriau, Mr. Robert, Miss Damazy.

As an introduction to this course, a short study will be made of the origin of French classicism in the Renaissance movement of the sixteenth century; but the main object of the course will be the study of the evolution of French classical literature during the seventeenth century, in the works of the great dramatists and prose writers: Descartes, Corneille, Racine, Molière, La Fontaine, Boileau, Mme. de Sevigné, Pascal, La Bruyère.

9. French Literature in the Eighteenth Century. III.

*Open to students who have completed course 12. Three hours a week for the first semester.*

Miss Damazy.

The object of this course is to give a comprehensive view of the literary movement during the eighteenth century as represented especially by Le Sage, Montesquieu, Voltaire, J. J. Rousseau, and André Chénier.

A special study will be made of the origin of French Romanticism as found in the work of Rousseau and his disciples in France and abroad.

10. The Romantic and the Realistic Periods of the Nineteenth Century. III.

*Open to students who have completed course 9. Three hours a week for the second semester.*

Miss Damazy.

This course will include studies of Mme. de Staël, Chateaubriand, Lamartine, Hugo, Vigny, Musset, G. Sand, Balzac, Flaubert, Sainte-Beuve, Taine, Renan.

15. Contemporary French Literature from the end of the Realistic period to the present time. III.

*Open to juniors and seniors who have completed courses 9 and 10 or course 12. Three hours a week for a year.*

Mr. Perdriau.

The object of this course is to give the students general information about the different tendencies, artistic, philosophical, moral, religious and critical, as expressed in the work of the most eminent among the contemporary French Novelists, Dramatists, Poets, Critics and Philosophers: A. Daudet, France, Loti, Bourget, Rostand, Maeterlinck, Brieux, Leconte de Lisle, Sully Prudhomme, Coppée, Verlaine, Mme. de Noailles, Lemaitre, Brunetière, Faguet, Bergson, H. Poincaré.

Elements of bibliography and suggestions for post-collegiate reading or work will be given in this course.

30. Studies in Style. III. (Not offered in 1915–1916.)

*Open to students who have completed course 7. One hour a week for a year.*

This course is related to course 15.

11. Old French and Old French Literature. III. (Not offered in 1915–1916.)

*Open to graduates, and to seniors by permission of the department. Three hours a week for a year.*

Phonology with reading of *La Vie de St. Alexis, La Chanson de Roland, Aucassin et Nicolete, Chrétien de Troyes.* Gaston Paris: *Extraits des Chroniqueurs français.* Selections from Constans: *Chrestomathie de l'ancien français.* The history of the French language is traced from its origin to the present time, and illustrated by texts read. For reference, Darmesteter: *Grammaire Historique;* Gaston Paris: *Manuel de la littérature française du moyen age;* also standard works on the subject in the college library. Lectures, critical reading.

20. Old Provençal. III. (Not offered in 1915–1916.)

*Open to graduate students only.*

This course is complementary to course 11. Together these courses mark the synchronic lines of development of the langue d'oil and the langue d'oc.

The department is prepared to direct research work for graduate students in special subjects in Old French and Old French literature, also in modern French language and literature.

## GEOLOGY AND GEOGRAPHY

PROFESSOR: ELIZABETH FLORETTE FISHER,[2] B.S.

LECTURERS: ALFRED EDGAR BURTON, B.S., C.E., SC.D.,
WALLACE WALTER ATWOOD, PH.D.,

INSTRUCTORS: WINTHROP PERRIN HAYNES, PH.D.,
FREDERICK HENRY LAHEE, PH.D.,
MARY JEAN LANIER, B.S.

ASSISTANT: ALYDA CAREN HANSON, B.S.

LABORATORY ASSISTANT: ALICE FYOCK, B.A.

### I. Geography

8. Physiography. I.

*Open to freshmen and sophomores. Three hours a week for a year.*

Mr. Atwood, Miss Hanson.

This course is designed to give an understanding of the physical features of the land and ocean, which affect life. The origin and significance of land forms will be so treated as to explain the development of rivers, valleys, plains, plateaus, and mountains, and to point out the changes which these forms are undergoing to-day. The course gives some account of the rocks and soils that are characteristic of the different land forms.

Lectures and recitations accompanied by parallel studies in the laboratory and field.

3. Economic and Industrial Geography. II.

*Open to juniors and seniors, and to sophomores who have completed a year of science in college, or who have offered a science for admission. Three hours a week for a year.*

Miss Fisher, Miss Lanier, Mr. Lahee.

This course treats of the influence of the geographic factors of physical environment on man, his industry and his needs; the production of various commodities which supply the needs of man, and the transportation of these commodities. The course also treats of climatic factors, temperature, moisture, winds, storms, and

[2] Absent on Sabbatical leave for first semester.

weather, and their influence upon various soils and the production of crops, the natural resources for water supply; life on plains, plateaus and mountains; the importance of shore-line topography in transportation; the location and growth of cities, and of state and national boundaries. Emphasis will be placed upon the influence of geographic factors in history.

Lectures and recitations. Laboratory and field work equivalent to two hours a week.

A student who has completed or is taking course 1 may take the second semester of course 3.

## 6. Geography of North America. III.

*Open to juniors and seniors who have completed course 1 or course 3, or under special conditions, to those students who have completed course 8 and have done work in history. Three hours a week for the first semester.*

Miss Lanier, Miss Hanson.

Regional geography of North America in its physical, economic, historical, and commercial aspects; the life relationships to the physiography of North America. Lectures, laboratory and library work, with critical discussions.

## 7. Geography of Europe. III.

*Open to juniors and seniors who have completed course 1 or course 3, or, under special conditions, to those students who have completed course 8 and have done work in history. Three hours a week for the second semester.*

Miss Fisher.

Regional geography of Europe in its physical, economic, historical and commercial aspects; life relationships to the physiography of Europe. Lectures, laboratory and library work with critical discussions.

## II. Geology

1. Geology. II.

*Open to juniors and seniors, and to sophomores who have completed a year of science in college, or who have offered a science for admission. Three hours a week for a year.*

Mr. Haynes.

The work of the atmosphere, rivers, glaciers, oceans, volcanoes and earthquakes in modifying the surface of the earth. Records of the work accomplished as shown in rocks. Evolutionary development of the earth and its inhabitants as revealed in these structures and interpreted by these forces. Lectures, recitations and six field lessons during the year.

A student who has completed or is taking course 3 may take the second semester of course 1.

2. Mineralogy. II. (Not offered in 1915–1916.)

*Open to juniors and seniors, and to sophomores who have completed a year of science in college, or who have offered a science for admission. Three hours a week for the first semester.*

Mr. Haynes.

Lectures and laboratory work. Characteristics and origin of the more important mineral species. The course includes blow pipe analysis and crystallography. A reference collection is always available for students' use.

4. Field Geology. III.

*Open to students who have completed course 1 or course 3. Three hours a week for a year.*

Mr. Burton, Mr. Haynes.

Advanced field study with lectures and discussions. The aim of the course is to give students training in the methods of research work in the field. Special problems, areal, stratigraphic, structural, petrographic, physiographic, etc., are assigned for investigation. The work of the first semester will be the geology and geography of the Boston Basin. The second semester will be devoted to field mapping, which will be the simple

methods of surveying. Each student will make a survey map of a portion of the Wellesley grounds.

5. Petrology. II. (Not offered in 1915–1916.)

*Open to students who have completed course 2. Three hours a week for the second semester.*

Mr. Haynes.

Lectures and laboratory work. Laboratory study of the more important rock species. Igneous, sedimentary, and metamorphic rocks. The work is intended to afford the student an opportunity to become thoroughly familiar with the macroscopic characteristics of the principal rock types and the methods of petrographical study, and to enable the student to gain some acquaintance with the theories of modern petrology.

## GERMAN

PROFESSOR: MARGARETHE MÜLLER.

ASSOCIATE PROFESSORS: NATALIE WIPPLINGER, PH.D., EMMA MARIE SCHOLL, PH.D., FLORENCE EMILY HASTINGS, M.A.

INSTRUCTORS: MARIANA COGSWELL, B.A., HELEN MOHR JOHNSTON, B.A.

READER: ELISABETH BIEWEND.

1‡. Elementary Course. Grammar, reading, oral and written exercises. I.

*Open to all undergraduates. Three hours a week for a year.*

Miss Cogswell.

2‡. Elementary Course. Reading, free reproduction, written and oral exercises, short themes, memorizing of poems. I.

*Open to all students who have completed course 1 or the two point admission requirement in German. Three hours a week for a year.*

Miss Hastings, Miss Cogswell, Miss Johnston.

‡ First-year German may not be counted toward the B.A. degree if taken after the sophomore year, nor second-year German if taken after the junior year. German 1 and French 1 may not *both* be counted toward the B.A. degree.

Course 2 is intended to fit students to enter courses 8, 15, and 16.

5. Grammar and Composition. I.

*Open to freshmen who have met the three point admission requirement in German, and required in connection with course 10. One hour a week for a year.*

Miss Scholl, Miss Johnston.

Review of elementary grammar and study of more advanced grammar. Bi-weekly themes; grammatical exercises based on texts read in course 10.

6. Grammar and Phonetics. III.

*Open to juniors and seniors who have completed at least three hours of grade II. Two hours a week for a year.*

Miss Hastings.

Systematic study of German Grammar. Elements of phonetics (Bühnendeutsch). Exercises in oral and written expression. Discussion of methods of teaching German.

This course is designed especially for those intending to teach German.

8. Grammar and Composition. II.

*Open to sophomores, juniors, and seniors who have completed course 2 or equivalent, and required of those taking courses 15 and 16. One hour a week for a year.*

Miss Wipplinger.

The aim of this course is to give the student practice in oral and written expression. Bi-weekly themes; grammatical exercises based on the material treated in courses 15 and 16.

9. History of the German Language. III.

*Open to juniors and seniors who have completed three hours of grade II, and are taking other work in German. One hour a week for a year.*

Miss Wipplinger.

This course aims to give a fuller and more thorough understanding of modern German through the study of its historical development. Text-book: Behaghel's *Die deutsche Sprache.*

10. Outline History of German Literature. I.

*Open to freshmen who have met the three point admission requirement in German, and required in connection with course 5. Two hours a week for a year.*

Miss Scholl, Miss Johnston.

The object of this course is to furnish the student with the vocabulary necessary for the reading and discussion of literature, and to give her a general historical background for the more detailed study of German literature in subsequent courses. Texts used: Freytag's *Ingo*, Wenckebach's *Meisterwerke*, Goethe's *Dichtung und Wahrheit* (Jagemann).

11. Goethe's Life and Works (Introductory Course). II.

*Open to students who have completed course 22. Three hours a week for the second semester.*

Miss Müller, Miss Scholl.

Lectures, discussions. Study of the principal characteristics of Goethe's life and works to the time of his literary co-operation with Schiller. Works discussed in class: *Götz von Berlichingen*, *Iphigenie*, selected poems (Goebel). Interpretation of "Storm and Stress" in connection with *Götz*, of German classicism in connection with *Iphigenie*. Supplementary discussion of some of the following: Goethe's *Briefe* (*Langewiesche*), *Dichtung und Wahrheit*, Euripides' *Iphigenie*, Boyesen's *Life of Goethe.*

12. Nineteenth Century Drama. III.

*Open to juniors and seniors who have completed course 31. Three hours a week for the second semester.*

Miss Scholl.

Special study of Kleist, Grillparzer, Otto Ludwig, Hebbel, Ibsen, Hauptmann, Sudermann, and others; their relation to classic and romantic art, and to the social and philosophical problems of the century.

13. The German Novel. III.

*Open to juniors and seniors who have completed or are taking three hours of grade II. Two hours a week for a year.*

Miss Müller.

Lectures on the historical development of the German novel before Goethe. Special study of some of the representative novels by Goethe, Eichendorff, Freytag, Spielhagen, Keller, Storm, Sudermann, and others, illustrative of certain important phases of German *Kulturgeschichte.*

14. Theory of the Drama, illustrated by classic and modern dramas. III. (Not given in 1915-1916.)

*Open to seniors who have completed three hours of grade III, and to others by special permission. Three hours a week for the first semester.*

Miss Scholl.

Study of the historical development and the technique of the Greek, modern classic, romantic, social and naturalistic drama, based on the theories of Aristotle, Lessing, Hebbel, Freytag, Volkelt and other modern theorists.

15. History of German Literature. II.

*Open to sophomores, juniors, and seniors who have completed course 2 or equivalent, and required in connection with course 8. Two hours a week for the first semester.*

Miss Wipplinger.

The course consists of discussions, reading and occasional lectures on the history of German Literature before Goethe. The aim of the course is to trace the parallel development of the language, literature, social conditions, and religious ideals of the times. Works read and discussed are: the *Hildebrandslied*, selections from the *Nibelungenlied*, the works of Wolfram, Gottfried, Hartmann, the Minnesingers and the Meistersingers, *Volkslied*, selections from Luther, Hans Sachs,—all according to Wenckebach's *Meisterwerke*. Occasional reference to Scherer's and Vogt and Koch's *Geschichte der deutschen Literatur*.

16. History of German Literature. II.

*Open to sophomores, juniors, and seniors who have completed course 15; required in connection with course 8. Two hours a week for the second semester.*

Miss Wipplinger.

The course is a continuation of course 15; the methods and aims are the same. Chief topic: the classical period in German literature, with special emphasis on Lessing, Herder, Schiller, Goethe.

17. Middle High German (Introductory Course). III. (Not given in 1915–1916.)

*Open to juniors and seniors who have completed at least three hours of grade II. Three hours a week for the second semester.*

Miss Wipplinger.

Survey of Middle High German forms and sounds. Translation of Middle High German epic and lyric poetry into the modern idiom.

18. The German Romantic School. III.

*Open to juniors and seniors who have completed course 31. Three hours a week for the second semester.*

Miss Wipplinger.

A study of the development and spirit of the German Romantic School. Outside reading assigned from the following reference books: Haym, Brandes, Beers, on Romanticism, R. Huch's *Blütezeit der Romantik*, Hillebrandt's *Lectures on German Thought*, Boyesen's *Essays*, Heilborn's *Novalis*. Class work is based on the works of Friedrich Schlegel, Novalis, Tieck, Chamisso, Eichendorff, Heine, and others.

19. Lessing as Dramatist and Critic. III. (Not offered in 1915–1916.)

*Open to seniors who have completed three hours of grade III, and to others by special permission. Three hours a week for the first semester.*

Miss Müller.

Treatment of Lessing's critical work in literature, theology and æsthetics. Works read and discussed are: *Minna von Barnhelm*, *Emilia Galotti*, *Nathan der Weise*, *Die Hamburgische Dramaturgie*, *Laokoon*, *Axiomata*, *Anti-Götze*, *Erziehung des Menschengeschlechts*. Reference books: Erich Schmidt's *Lessing*, Kuno Fischer's *Lessing als Reformator der deutschen Literatur*, Kuno Fischer's *Lessing's Nathan*, and others.

20. Schiller as Philosopher and Writer on Æsthetics. III.

*Open to seniors who have completed course 22 and at least three hours of grade III. Three hours a week for the first semester.*

Miss Wipplinger.

Study of Schiller through his correspondence with Körner, Goethe, etc., and his philosophic-æsthetic poems and essays. These are read and discussed in class.

22. Schiller's Life and Works (Introductory Course). II.

*Open to students who have completed courses 5 and 10, or 8, 15 and 16. Three hours a week for the first semester.*

Miss Wipplinger, Miss Scholl.

Lectures, discussions. Study of Schiller's life and some of his important dramatic works. Texts: Boyesen's Schiller's Life; *Die Räuber* (Cotta); *Wallenstein* (Carruth); Schiller's *Gedichte* (Cotta); Schiller's *Briefe* (Kühnemann).

23. Oral and Written Composition. III. (Not offered in 1915–1916.)

26. Gothic. III. (See Department of Comparative Philology, Course 6.) Not given in 1915–1916.

Miss Wipplinger.

27. German Lyrics and Ballads. II.

*Open to students who have completed courses 5 and 10, or 8, 15, and 16, and are taking other work in German. One hour a week for a year.*

Miss Scholl.

Historial study of *Minnegesang*, *Volkslied* and the principal lyric poets up to the present day.

30. Studies in Modern German Idiom. II.

*Open to students taking other work in German, who have completed courses 5 and 10, or 8, 15 and 16, and by special permission to those who have completed course 2. Two hours a week for the first semester.*

Miss Hastings.

This course is designed to aid the student in acquiring a larger working vocabulary. Modern German texts are used as a basis of study. Constant oral and frequent written practice.

31. Goethe's *Faust*, Part I. III.

*Open to juniors and seniors who have completed courses 11 and 22. Three hours a week for the first semester.*

Miss Müller.

Study of the pre-Goethean development of the *Faust* legend in its more important literary forms. Close study of the text of Goethe's *Faust*, Part I. Collateral readings and reports on the relation of the poem to Goethe's life and times.

32. Goethe's *Faust*, Part II. III.

*Open to seniors who have completed course 31 and at least one other three-hour semester course of grade III; students not taking course 31 till the senior year, may by special permission enter course 32. Three hours a week for the second semester.*

Miss Müller.

Study of the text of Faust II as given in the Cotta (Jubilee) edition. Collateral reading of Eckermann, Gräf, Harnack, and others. Consideration of Goethe's relation to other literatures, etc.

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NOTE.—With the exception of course 26 the language of the class room in all courses is German. The student thus has constant practice in hearing, speaking, and writing German.

## GREEK

PROFESSORS: ANGIE CLARA CHAPIN, M.A.,
KATHARINE MAY EDWARDS, PH.D.

1. Plato: *Apology* and *Crito* and short selections from other dialogues; Homer: *Odyssey* (six or seven books); studies in Greek life. I.

*Open to students who have met the three point admission requirement, or who have completed course 14. Three hours a week for a year.*

Miss Edwards.

2. Attic Orators: selections; Euripides: selected dramas. II. (Not offered in 1915–1916.)

*Open to students who have completed course 1. Three hours a week for a year.*

3. Greek Historians. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Edwards.

Special study of the history of Greece in the Fifth Century from the great historians: The Persian war from Herodotus; the development of the Athenian empire and the Peloponnesian war from Thucydides and Xenophon. Collateral reading from other Greek writers including Æschylus's Persians, and selections from the orators and Aristophanes, and a few of the more important historical inscriptions. A brief outline of Greek history from the Minoan age to the present is given by lectures, with references to the Greek sources as far as possible

4. Origin and Development of Greek Drama. III.

*Open to students who have completed course 2 or 3. Three hours a week for a year.*

Miss Chapin.

Aristotle's Theory of Tragedy. Reading and criticism of selected dramas; Æschylus: *Prometheus;* Sophocles: *Œdipus Tyrannus, Antigone;* Euripides: *Bacchæ* or *Troades;* Aristophanes: *Frogs* (selections). A study of all the extant plays of Æschylus and Sophocles is made by special topics.

5. History of Greek Poetry. III.

*Open to students who have completed one full course of grade III. Three hours a week for a year.*

Miss Chapin.

Lectures and readings; Homeric Hymns; Hesiod: *Works and Days;* Elegiac and Melic poetry; Pindar (selections); Bacchylides (selections); Theocritus (selections).

7. Greek Dialects. III. (Not offered in 1915–1916.)

*Open to students who have completed one full course of grade III. Three hours a week for a year.*

Miss Edwards.

A comparative study of the Greek dialects, their characteristics and their relations to each other, with reading and study of inscriptions and selected texts.

8. History of Greek Literature. II.

*Open to sophomores, juniors, and seniors who presented the three point admission requirement in Greek, or who have completed courses 13 and 14. One hour a week for a year.*

Miss Chapin.

The course will consist of lectures and readings (in translation) with occasional quizzes.

The aim of the course will be to make a careful study of the development of Greek literature in the various forms of both prose and poetry.

NOTE.—Advanced students of literature and art may be admitted by permission of the department without the prerequisite in Greek.

9. Modern Greek. III. (Not offered in 1915–1916.)

*Open to students who have completed course 2 or 3. One hour a week for a year.*

Miss Edwards.

The course has two objects: first, a practical one, to give some acquaintance with the spoken and written Greek of to-day; second, a linguistic one, to trace the historical development of the language from classical times to the present.

10. Plato: *Phædo* and selections from other dialogues. Collateral readings from other Greek writers. III. (Not offered in 1915–1916.)

*Open to students who have completed course 2 or 3. Three hours a week for a year.*

11. Greek Syntax and Prose Composition. II. (Not offered in 1915–1916.)

*Open to students who have completed course 1. One hour a week for a year.*

This course is especially recommended to those intending to teach Greek.

12. Homeric Seminary. III. (Not offered in 1915–1916.)

*Open to students who have completed one full course of grade III. Three hours a week for a year.*

Miss Edwards.

Critical study of selected portions of the *Iliad* with discussions and lectures on special problems of Homeric grammar and antiquities, supplemented by the private reading of the greater part of the *Iliad*.

13. Elementary Course. I.

*Open to all undergraduates. Three hours a week for a year.*

Miss Edwards.

Greek Grammar. Xenophon; *Anabasis*, Book II. Practice in writing Greek.

14. Elementary Course. I.

*Open to students who present the one point admission requirement in Greek, or who have completed course 13. Three hours a week for a year.*

Miss Edwards.

Xenophon: *Anabasis*, continued. Homer: *Iliad*, 3 books. Sight translation. Prose composition throughout the year based on prose read.

For additional courses see Comparative Philology and Classical Archæology.

For courses in the study of Greek Testament see Biblical History.

## HISTORY

PROFESSOR: ELIZABETH KIMBALL KENDALL, M.A.

ASSOCIATE PROFESSORS: JULIA SWIFT ORVIS, PH.D.,
EDNA VIRGINIA MOFFETT, PH.D.,
MABEL ELISABETH HODDER, PH.D.

INSTRUCTORS: EDWIN ANGELL COTTRELL, M.A.,
LOUISE HORTENSE SNOWDEN, B.S.,
CLEO HEARON, PH.D.

1‡. Political History of England to 1485. I.

*Open to freshmen, sophomores, and juniors, and to seniors who have taken no college course in History. Three hours a week for the first semester.*

Miss Kendall.

2‡. Political History of England from 1485 to the Present Time. I.

*Open to sophomores, juniors, and seniors as above, and to freshmen who have completed course 1, or who offered English History as an admission subject. Three hours a week for the second semester.*

Miss Kendall.

The aim of these courses is to train students in the use of historical material and in dealing with historical problems. Emphasis is laid on the political, social, and industrial conditions which have developed the England of to-day.

3‡. History of Western Europe from the Fifth Century to the Treaties of Westphalia. I.

*Open to all undergraduates. Three hours a week for a year.*

Miss Moffett, Mrs. Hodder,
Miss Snowden, Miss Hearon.

The course deals primarily with mediæval history, connecting it with Rome on the one hand and with modern Europe on the other. It traces the beginnings and the development (to 1648) of the great modern powers of Western Europe. It aims to train students in methods of historical work, and to furnish a background for detailed study of particular periods.

‡ Courses 1 and 2, or course 3, are prerequisite to later election.

4. History of the French Revolution. II.

*Open to sophomores, juniors, and seniors who have completed courses 1 and 2 or course 3. Three hours a week for a year.*

Miss Orvis.

This course involves (1) an introductory discussion of the condition of France on the eve of the revolution; (2) a detailed study of the progress of the revolution and of the reaction against democratic tyranny culminating in imperialism; (3) an inquiry into the influence of revolutionary ideas in the subsequent history of France, Germany, Austria, Italy, Spain, and Russia.

5. Constitutional History of England to 1399. II.

*Open to juniors and seniors who have completed courses 1 and 2 or course 3. Three hours a week for the first semester.*

Miss Moffett.

A study of the development of English constitutional government as an expression of the character of the English people. The course deals with Germanic origins, and with the development of English thought along constitutional lines to the close of the Plantagenet period.

6. Constitutional History of England from 1399 to the present time. II.

*Open to juniors and seniors who have completed courses 1 and 2 or course 3. Three hours a week for the second semester.*

Miss Moffett.

A study of the later development of the English constitution, the rise of party and cabinet government, and the actual working of the constitution to-day.

7. History of the United States from 1787. III.

*Open to juniors and seniors who have completed courses 1 and 2 or course 3, and have completed or are taking a second course in History. Three hours a week for a year.*

Miss Hearon.

A study of the formation and development of the constitution of the United States, with special reference to controlling forces, such as the organization of parties, the growth of democracy, the rise of the slave power, the political effects of the development of the West.

8‡. Europe in the Fifteenth Century. III. (Not offered in 1915–1916.)

*Open to juniors and seniors who have completed two full courses in History, or course 3 and two courses in Art. Three hours a week for a year.*

Miss Moffett.

A study of the intellectual, religious, and social life of the fifteenth century, and of the institutions and movements which were its outcome.

9. Diplomatic History of Europe since 1740. III.

*Open to juniors and seniors who have completed two full courses in History. Three hours a week for a year.*

Miss Orvis.

This course includes (1) a review of the period 1648-1740; (2) the Age of Frederick II; (3) a brief survey of the Revolutionary and Napoleonic period; (4) the Age of Bismarck.

11. History of Political Institutions. III. (Not offered in 1915–1916.)

*Open to juniors and seniors who have completed two full courses in History. Three hours a week for a year.*

Miss Kendall.

This is an introductory course in the comparative study of the origin, character, development, and aim of political institutions.

‡ History 8 and History 16 will not both be given in the same year.

12. Growth of the British Empire. III. (Not offered in 1915–1916.)

*Open to juniors and seniors who have completed two full courses in History. Three hours a week for the second semester.*

Miss Kendall.

This course includes (1) a historical review of the development of the empire; (2) a study of the changes of colonial policy; (3) a study of colonial administration; and (4) a discussion of present colonial problems.

13. History of Rome. II.

*Open to sophomores, juniors, and seniors who have completed one college course in History, or who are giving special attention to Latin. Three hours a week for a year.*

Mrs. Hodder.

This course offers a general survey of Roman History through the reign of Diocletian. The attempt is made to present the problems of recent scholarship in the study of the earlier period, but the main emphasis is placed upon the later Republic and the Empire. Particular attention will be given to the economic and social conditions, and to the development of the Roman system of government.

14. American History. II.

*a.* Age of Discovery and Conquest.
*b.* The American Revolution.

*Open to sophomores, juniors, and seniors who have completed or are taking courses 1 and 2 or course 3. Three hours a week for a year.*

Mr. Cottrell.

In the first semester the discovery and exploration of the American continents by the Spanish, English, and French will be treated in detail, to be followed by a study of the contest between the European powers for control in the New World. The second semester will be devoted to a careful consideration of the American Revolution, especial attention being given to the European aspect of the struggle between England and her colonies.

15. International Politics. II.

*Open to all seniors and to juniors who have completed or are taking courses 1 and 2 or course 3. One hour a week for a year.*

Miss Kendall.

The object of this course is to give a general view of international conditions since the close of the Bismarck period, with especial reference to the present relations of Europe, America, and Asia.

16.‡ Europe in the Sixteenth Century. III.

*Open to juniors and seniors who have completed two full courses in History. Three hours a week for a year.*

Miss Moffett.

A continuation of course 8, though the latter is not a prerequisite.

A brief introductory survey of conditions in the fifteenth century is followed by a more detailed study of the sixteenth, its great movements, and its great personalities.

17. Political History of Russia from the earliest times to the present. II. (Not given in 1915–1916.)

*Open to all seniors and to juniors who have completed or are taking another course in History. One hour a week for a year.*

Miss Orvis

This course includes (1) a study of the forces which have made Russia a world power, and (2) an inquiry into the development and policy of the autocracy, culminating in the late revolution.

18. England in the Fourteenth and Fifteenth Centuries. II. (Not offered in 1915–1916.)

*Open to sophomores, juniors, and seniors who have completed one college course in History, or who are giving especial attention to English Literature or Economics. Three hours a week for a year.*

Mrs. Hodder.

‡ History 8 and History 16 will not both be given in the same year.

A study of the political, intellectual, and industrial changes in England in the two centuries of transition from mediæval to modern times.

19. Geography of European History. II.

*Open to all seniors and to juniors and sophomores who have taken one college course in History. One hour a week for a year.*

Miss Moffett.

The institutions, economic and social conditions, and political history of some parts of Europe will be briefly studied in connection with their topography. Besides the study of the more important changes of boundaries, the course will attempt to strengthen the connection between *events* and *localities*, and to give a clearer conception of the scene of events already studied, or to be studied, in other courses in European History.

20. Politics of Eastern Europe. II. (Not offered in 1915–1916.)

*Open to all seniors and to juniors who have completed or are taking another course in History. One hour a week for a year.*

Miss Orvis.

The object of this course is to give a general view of Eastern European conditions since the close of the Age of Bismarck.

21. Selected Studies in American History. III. (Not offered in 1915–1916.)

*Open to juniors and seniors who have completed two college courses in History. Three hours a week for a year.*

This course aims to combine training in the handling of historical material with a careful study of the advance of the frontier. The progress of population westward, routes of travel and settlement, the introduction of new elements into the population, and the influence of the frontier constitutionally and politically, will be brought out. The course will end with the development of the Canadian Northwest and Alaska.

22. England under the Tudors and Stuarts. III.

*Open to juniors and seniors who have completed two full courses in History. Three hours a week for a year.*

Mrs. Hodder.

This course deals with the religious and constitutional struggles in the sixteenth and seventeenth centuries, with economic and social changes, with international relations, and with the founding of the British Empire.

It is intended that the course shall be made useful to students of English literature.

23. Constitutional Government. II.

*Open to juniors and seniors who have completed either courses 1 and 2 or course 3, or Economics 1 or 15. Three hours a week for a year.*

Mr. Cottrell.

This is an introductory course in government with especial reference to the American political system, national, state and local. It will treat with the actual working of the governmental machinery and the particular functions which it performs. The relations of the individual to the government are particularly emphasized. Modern political tendencies are treated in discussions and reports. The whole aim of the course is to prepare students for intelligent and effective citizenship.

24. History of Germany in the Nineteenth Century. 1815–1915. II. (Not given in 1915–1916.)

*Open to sophomores, juniors, and seniors who have completed courses 1 and 2 or course 3. Three hours a week for the second semester.*

Miss Orvis.

This course offers (1) a survey of the conditions and tendencies in Germany from 1815 to 1870 which culminated in Empire; and (2) a study of some of the most characteristic features of the development of the German Empire and the German people since 1870.

# HYGIENE

PROFESSOR: AMY MORRIS HOMANS, M.A.

ASSOCIATE PROFESSORS: WILLIAM SKARSTROM, M.D.,
EUGENE CLARENCE HOWE, PH.D.

INSTRUCTORS: KATHARINE PIATT RAYMOND, B.S., M.D.,
RESIDENT PHYSICIAN,
LORETTO FISH CARNEY,
FRANKLIN CHARLES FETTE, M.A.,
EDNA BARRETT MANSHIP,
MARGARET JOHNSON,
SARAH RUSSELL DAVIS,
MARION BROMLEY NEWTON.

ASSISTANT: BESSIE LAVINIA JOST, B.S.

GRADUATE ASSISTANT: FANNY GARRISON, B.A.

RECORDER: FRANCES BENNOCH PLUMMER.

CURATOR: LORETTO FISH CARNEY.

LIBRARIAN AND ASSISTANT CURATOR: SUSAN GREY AKERS, B.A.

## I. Courses Prescribed for the Certificate of the Department

(1) A two years' course leading to the certificate of the department of hygiene is offered to special students. This course is especially designed for the training of teachers of hygiene. In order to be admitted to this course, candidates must meet the requirements prescribed for admission to the freshman class, including Chemistry or Physics (see pages 25–52), and must be without organic disease or serious functional disorder. A keen sense of rhythm is necessary. This special two years' course includes twenty hours which may count toward the Bachelor's degree. After the academic year 1916–1917 admission to this course will be limited to applicants who are candidates for the B.A. degree at Wellesley College and to those who already hold the Bachelor's degree either from Wellesley College or from some other college.

(2) A five years' course is offered leading to the B.A. degree and the certificate of the department of hygiene. In general students in this course receive the B.A. degree at the end of the fourth year and complete in the fifth year the work required for the certificate of the department of hygiene. The following courses count toward the Bachelor's degree: course 1, three hours; course 13, four hours; course 12, one hour, provided History 3 had previously been completed. The requirement for the degree laid down in courses 29, 21 and 22 is met by work in the department.

### Anatomy.

See Course 11 in the department of Zoology, page 156.

### 1. Kinesiology.

*Required of all first-year students. Three hours a week for a year.*

Dr. Skarstrom, Miss Davis.

Lectures and demonstrations dealing with joint mechanism, working forces, and effects of gymnastic movements and positions.

2. Gymnastics.

*Required of all first-year students. Five hours a week for a year.*

Dr. Skarstrom.

3. Corrective Gymnastics and Massage.

*Required of all first-year students. Two hours a week for the second semester.*

Miss Davis, Miss Carney.

Chemistry or Physics.

See Course 1 in the respective departments.

English Composition.

See Course 1 in the Department of English Composition.

5. Normal Instruction.

*Required of all first-year students. Three hours a week for a year.*

Dr. Skarstrom.

6. Dancing.

*Required of all first-year students. One hour a week for a year.*

Miss Manship, Miss Johnson.

30. Instruction in Games and Plays.

*Required of all first-year students. One hour a week for a year.*

Miss Newton.

4. Folk Dancing.

*Required of all first-year students. One hour a week for a year.*

Miss Manship, Miss Johnson.

7. Sports.

*Required of all first-year students. Six hours a week in the spring.*

Mr. Fette, Miss Manship, Miss Davis.

8. Swimming. (Not given in 1915–1916.)

*Required of all first-year students. Twelve lessons in the spring.*

Miss Manship.

9. Theory of Physical Education and Methods of Teaching; also Theory of Field and Track Sports.

*Required of all second-year students. Three hours a week for a year.*

Dr. Skarstrom.

The purpose of this course is: (1) to discuss the purposes, scope and ideals of physical education; (2) to study the character, selection, classification, arrangement and progression of gymnastic exercises; (3) a systematic study of the principles and technique of teaching gymnastics.

10. Gymnastics.

*Required of all second-year students. Four hours a week for a year.*

Dr. Skarstrom.

11. Symptomatology and Emergencies.

*Required of all second-year students. One hour a week for a year.*

Dr. Raymond.

This brief course in Symptomatology is intended to give students an understanding of general pathology as well as of the nature, causes, and symptoms of the more common diseases, in order that they may understand and better emphasize the importance of hygienic living in the maintenance of health.

This course is intended also to enable students in their future work as teachers:—

*a.* To detect conditions of doubtful health in applicants for gymnastic training and so to warn them to consult a physician before undertaking the work.

*b.* To comprehend intelligently the directions given by physicians regarding patients whom they may advise to take gymnastic training.

12. History of Physical Education.

*Required of all second-year students. One hour a week for the second semester.*

Mr. Fette.

The object of this course is to give the student a connected outline of the rise and development of physical education as a science, to impress the importance of national health through a survey of the causes of success and failure in ancient peoples, and to emphasize the relation of the physical director to the movement for national health to-day. Lectures and assigned reading.

25. Organization and Administration of Playgrounds.

*Required of all second-year students. One hour a week for the second semester.*

Mr. Fette.

The object of this course is to give the student an understanding of the development of the playground and recreation movement and its relation to community health, and to give a brief survey of the latest methods of meeting these needs. Lectures, assigned reading and playground observation.

## Education and Psychology.

See course 1 in the department of Education, and course 8 in the department of Philosophy.

13. Physiology and Hygiene.

*Required of all second-year students. Four hours a week for a year.*

Mr. Howe, Miss Jost.

One laboratory exercise a week of four periods throughout the year; four lecture periods during the first and three during the second semester.

The chief objects of the work are (1) training in inductive thinking; (2) a sound knowledge of human physiology and of its application in constructive personal hygiene; and (3) the ability to conduct simple lessons in personal hygiene. The laboratory work is complemental to each of these objects.

14. Practice Teaching.

*Required of all second-year students.*

Dr. Skarstrom, Mr. Fette, Miss Newton.

This is given in the college classes and the public schools of Wellesley.

15. Theory and Practice of Plays and Games.

*Required of all second-year students. One hour a week for a year.*

Miss Newton.

16. Folk Dancing.

*Required of all second-year students. One hour a week for a year.*

Miss Manship, Miss Johnson.

17. Corrective Exercises.

*Required of all second-year students. One hour a week for the first semester.*

Miss Davis, Miss Carney.

Diagnosis and treatment.

In addition, practice in the college clinic for students needing remedial work, two hours a week for the year.

18. Outdoor Games and Sports.

*Required of all second-year students. Six hours a week in the spring and fall.*

Mr. Fette, Miss Manship, Miss Davis, Miss Newton.

19. Anthropometry.

*Required of all second-year students. One hour a week for a semester.*

Miss Carney.

Students acquire practice in the use of the various anthropometric instruments for measurements and strength tests, in recording and filing measurements and computing indices. Instruction and practice in testing vision and hearing are also included in this course.

20. Dancing.

*Required of all second-year students. Two hours a week for a year.*

Miss Manship, Miss Johnson.

Classic dancing, theory, and practice.

33. Practice in Teaching Æsthetic, Social and Folk Dancing and Lectures on the Relation of Music to Dancing.

*Required of all second-year students. One hour a week for a year.*

Miss Manship, Miss Johnson.

### II. Courses open to all Undergraduates

Two hours in hygiene are prescribed for the degree. One hour of this requirement is met by course 29; the second hour is met by four periods of practical work, two periods per week in the freshman year (course 21) and two in the sophomore year (course 22).

By special permission courses 23 and 24 may be substituted for the indoor work of courses 21 and 22, and course 28 may, by permission, be substituted for the outdoor work of courses 21 and 22. Courses 23 (except as noted above), 26, 27, 28 (except as noted above), 31 and 32 do not count toward the degree.

29. Personal Hygiene.

*Required of freshmen. One hour a week for a year.*

Mr. Howe, Miss Jost.

Stress is laid (1) on the applicability of hygienic practice in the immediate situations of college life, and (2) on the development of habits of posture and movement as a phase of education. The underlying physiology is reduced to the least amount needed for scientific justification of the practice of personal hygiene.

21. Gymnastics and Outdoor Sports.

*Required of all freshmen. Two hours a week for a year.*

Mr. Fette, Miss Johnson,
Miss Newton, and Assistants.

Outdoor work in the fall and spring terms—organized sports. This part of the course is designated as 21 f.s. (fall, spring).

Indoor work in the winter term—gymnastics. This part of the course is designated as 21 w. (winter). Students needing remedial work will substitute course 24 for the indoor gymnastics.

22. Gymnastics and Outdoor Sports.

*Required of all sophomores who have completed course 21. Two hours a week for a year.*

Mr. Fette, Miss Johnson, and Assistants.

Advanced work on topics as in course 21. The outdoor work of this course is designated as 22 f.s. (fall, spring), and the indoor work as 22 w. (winter). Students needing remedial work will substitute course 24 for the gymnasium practice of this course.

24. Corrective Exercises.

*Required in place of the indoor work of courses 21 and 22 in the case of all freshmen and sophomores whose physical examination indicates the need of remedial work.*

Miss Davis, Miss Carney, and Assistants.

23. Gymnastics.

*Open to juniors and seniors who have completed courses 21 and 22 or their equivalent, and, by permission of the instructor, open to freshmen and sophomores who have had an equivalent of courses 21 and 22 and who meet the requirements of the department. Two hours a week from November until May.*

Dr. Skarstrom, Miss Johnson, and Assistants.

26. Dancing.

*Open to seniors. Two hours a week from November until May.*

Miss Manship, Miss Johnson.

27. Games, Plays, and Folk Dancing. (Not offered in 1915–1916.)

*Open to juniors and seniors. One hour a week from November until May.*

This course is especially designed for students intending to work in elementary schools, public playgrounds, and social settlements.

28. Organized Sports.

Archery, baseball, basket ball, golf, field hockey, rowing, running, and tennis.

*Freshmen, two hours a week in the fall and spring terms. Other students three hours a week in the fall and spring terms.*

Mr. Fette, Miss Manship,
Miss Davis, Miss Newton,
Miss Garrison, and Field Instructors.

31. Dancing.

*Open to freshmen. One hour a week from November until May.*

Miss Manship, Miss Johnson.

32. Dancing.

*Open to sophomores and juniors. One hour a week from November until May.*

Miss Manship, Miss Johnson.

## ITALIAN

PROFESSOR: MARGARET HASTINGS JACKSON.

1‡. Elementary Course. I.

*Open to freshmen who offer French and German for admission and to sophomores, juniors, and seniors. Three hours a week for a year.*

Miss Jackson.

Grammar with written and oral exercises; reading and sight translation Conversation.

2. Intermediate Course. II.

*Open to students who have completed course 1 or equivalent. Three hours a week for a year.*

Miss Jackson.

Grammar, prose composition; reading and translation at sight; in the first semester from modern authors, in the second semester from the classic authors.

3. History of Italian Literature in the Thirteenth and Fourteenth Centuries. Emphasis on Dante. III. (Not offered in 1915–1916.)

*Open on consultation with the instructor, to juniors and seniors who have a reading knowledge of Italian. Three hours a week for a year.*

Miss Jackson.

Selections from the *Vita Nuova* and the *Divina Commedia* of Dante. The Sonnets of Petrarch and the Tales of Boccaccio will be read in the original.

4. History of Italian Literature in the Nineteenth Century. III. (Not offered in 1915–1916.)

*Open to students who have completed courses 1 and 2 or equivalents. Three hours a week for a year.*

Miss Jackson.

‡ This course if taken in the senior year may not count within the minimum number of hours prescribed for a degree.

5. Dante and the Early Italian Renaissance. English Course. II.

*Open to juniors and seniors. Three hours a week for a year.*

Miss Jackson.

First semester: Dante's *Divine Comedy* (in English) and the conditions of the age which produced it. Second semester: The early Italian Renaissance as expressed in the works of Petrarch, Boccaccio. A knowledge of Italian is not required.

NOTE.—The Dante Society offers an annual prize of one hundred dollars for the best essay on a subject drawn from the life or works of Dante. The competition is open to students or graduates of not more than three years' standing from colleges or universities in the United States. For subjects and conditions consult page 539 of the Harvard University Catalogue, 1914–1915.

7. Italian Prose Writers of the Fifteenth and Early Sixteenth Centuries. III.

*Open on consultation with the instructor to juniors and seniors who have a reading knowledge of Italian. Three hours a week for the first semester.*

Miss Jackson.

Selections from the works of Macchiavelli, Castiglione, Savonarola and other writers of the period will be read in the original.

8. Italian Poets of the Fifteenth and Early Sixteenth Centuries. III.

*Open on consultation with the instructor to juniors and seniors who have a reading knowledge of Italian. Three hours a week for the second semester.*

Miss Jackson.

Selections from Poliziano, Lorenzo de'Medici, Boiardo, Ariosto, Michael Angelo, Vittoria Colonna will be read in the original.

While courses 7 and 8 are continuous, one being the complement of the other, they may be elected separately.

9. Literature of the Italian Renaissance. III. (Not given in 1915–1916.)

*Open on consultation with the instructor to graduate students who have a reading knowledge of Italian. Three hours a week for a year.*

Miss Jackson.

It is not the intention of the instructor to cover the entire period of the Renaissance but to treat of certain aspects only, the work to adjust itself to the needs of the individual student. Under the supervision of the instructor the student will choose some author, or phase, or problem of Italian Literature for special study, reporting thereon weekly.

## LATIN

PROFESSORS: ADELINE BELLE HAWES, M.A.,
ALICE WALTON, PH.D.
ASSOCIATE PROFESSOR: CAROLINE REBECCA FLETCHER, M.A.
INSTRUCTOR: ANNA BERTHA MILLER, PH.D.

1. Cicero De Amicitia; Livy, Book I or XXI–XXII; Horace, The Epodes. Selections from other Latin poets. I.

*Open to students who have met admission requirement. Three hours a week for a year.*

Miss Fletcher, Miss Miller.

Practice in writing and translation to give facility in reading and flexibility in the use of English in translation.

2. Poetry of the Augustan Age. Horace. II.

*Open to students who have completed course 1. Three hours a week for the first semester.*

Miss Walton.

The *Odes* are studied, with selections from the Epistles.

8. Poetry of the Augustan Age. Vergil. II.

*Open to students who have completed course 1. Three hours a week for the first semester.*

Miss Hawes, Miss Fletcher.

Selections from the *Bucolics*, *Georgics*, and *Æneid* VII-XII.

17. Studies in Tacitus and Pliny. II.

*Open to students who have completed either course 2 or course 8. Three hours a week for the second semester.*

Miss Hawes, Miss Walton, Miss Fletcher.

Tacitus, Germania, and Agricola, with selections from the other works. The work in Pliny includes careful study of certain letters and the rapid reading of many others.

3. Studies in Latin Literature. Selections from some of the most important authors and periods, with occasional lectures. II. (Not given in 1915–1916.)

*Open to juniors and seniors who have had no Latin in college. Three hours a week for a year.*

Miss Hawes.

11. Latin Prose Composition. Intermediate Course. II.

*Open to students who have completed course 1 and are taking a full course in the department. One hour a week for a year.*

Miss Fletcher.

7. Sight Reading in Prose and Verse. II.

*Open to students who are taking either 2–17, or 8–17. One hour a week for a year.*

Miss Miller.

4. Comedy. Plautus and Terence. III.

*Open to students who have completed two full courses. Three hours a week for the first semester.*

Miss Hawes.

This course includes the careful study of two or more plays together with the rapid reading of several others.

5. Satire. Horace and Juvenal. III.

*Open to students who have completed two full courses. Three hours a week for the second semester.*

Miss Hawes.

This course includes the reading of selected satires of Horace and Juvenal, with study of other Roman satirists by lectures and special topics.

19. Livy and Cicero. III. (Not offered in 1915–1916.)

*Open to students who have completed two full courses. Three hours a week for the first semester.*

Miss Fletcher.

Study of the sources of the early history of the Roman Republic.

Lectures and collateral reading.

20. Ovid, Fasti; Cicero, De Fato, De Divinatione, De Natura Deorum. III. (Not offered in 1915–1916.)

*Open to students who have completed two full courses. Three hours a week for the second semester.*

Miss Fletcher.

The early religious institutions of the Romans will be studied from these sources and from other selected readings.

10. Latin Prose Composition. III.

*Open at the discretion of the instructor to students who have completed course 11 and who are taking a full course in the department. One hour a week for a year.*

Miss Fletcher.

12. Outline History of Latin Literature. III. (Not given in 1915–1916.)

*Open to students who have completed two full courses, and who are taking a full course in the department. One hour a week for a year.*

Miss Walton.

Lectures and readings, with direction of the students' private reading.

The aim of this course is to give a general survey of the subject, tracing the beginnings and development of the various kinds of prose and poetry, and considering the changes in the political and social conditions under which Latin literature developed.

15‡. Topography of Rome. III.

*Open to students who have completed two full courses. Three hours a week for the first semester.*

Miss Walton.

Lectures and discussions.

Architectural History and Topography of Ancient Rome; Studies in Pompeii.

18‡. Latin Epigraphy. III.

*Open to students who have completed two full courses. Three hours a week for the second semester.*

Miss Walton.

16. Private Life of the Romans. III.

*Open to students who have completed two full courses, and who are taking a full course in the department. One hour a week for a year.*

Miss Miller.

Lectures on various topics illustrating the life of the Romans; readings and discussions.

‡ Archæology 3-4 and Latin 15-18 are not usually given in the same year.

14. Literature and Life in the Roman Empire. III.

*Open to students who have completed three full courses. Three hours a week for a year.*

Miss Hawes.

The readings in this course, which are chosen from a wide range of authors and vary from year to year, include in 1915–1916 selections from Seneca, Quintilian, Martial, Apuleius, Claudian and other authors. Lectures on various aspects of life under the Roman Empire.

9. Latin Poetry. III. (Not offered in 1915–1916.)

*Open to students who have completed three full courses. Three hours a week for a year.*

Miss Hawes.

Selections from Catullus and the Augustans. Poetry of the Empire; the authors read vary somewhat from year to year.

## APPLIED MATHEMATICS

PROFESSOR: ELLEN HAYES, B.A.

1. Introduction to the Mathematical Treatment of Science. II.

*Open to sophomores, juniors, and seniors who have completed Pure Mathematics 1. Three hours a week for a year.*

Miss Hayes.

An introduction to the mathematical treatment of science, containing the practical essentials of calculus and analytic geometry and the elements of mechanics.

(*The required freshman mathematics may be combined with this course and other courses in applied mathematics to form a restricted elective.*)

3. Thermodynamics. III. (Not offered in 1915–1916.)

*Open to students who have completed course 1. Three hours a week for the first semester.*

Miss Hayes.

4. Theoretical Mechanics. III. (Not given in 1915–1916.)

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Hayes.

This course is a continuation of course 1, and is devoted to the further development of the principles of kinematics, statics, and kinetics.

5. Geodynamics. III. (Not offered in 1915–1916.)

*Open to juniors and seniors properly qualified. Three hours a week for a year.*

Miss Hayes.

Both the astronomical and geological aspects of the subject are emphasized. In general, the topics discussed are: theories concerning the origin of the earth; precession, nutation; form, size, density of the earth; thermal condition of the earth.

## PURE MATHEMATICS

PROFESSORS: ELLEN LOUISA BURRELL, B.A.,
EVA CHANDLER, B.A.,
HELEN ABBOT MERRILL, PH.D.

ASSOCIATE PROFESSORS: ROXANA HAYWARD VIVIAN, PH.D.,
CLARA ELIZA SMITH, PH.D.

INSTRUCTORS: MABEL MINERVA YOUNG, PH.D.,
EUPHEMIA RICHARDSON WORTHINGTON, PH.D.,
LENNIE PHOEBE COPELAND, PH.D.

1. Required course for freshmen. I.

*Three hours a week for a year.*

(*a*) Higher Algebra.

*Three hours, first semester.*

The subjects included are: Functions and Theory of Limits, Derivatives, Development of Functions in Series, Convergency of Series, Theory of Logarithms, Determinants, Theory of Equations (including Sturm's Theorem). (Merrill & Smith, *Selected Topics in College Algebra.*)

(*b*) Plane Trigonometry.

*Three hours, second semester.*

The angular analysis, including transformations, trigonometric equations and inverse functions, is fully treated, as well as the solution of triangles and the practical use of the tables.

Miss Chandler, Miss Merrill, Miss Vivian, Miss Smith, Miss Young, Miss Worthington, Miss Copeland.

13. Solid and Spherical Geometry.

*Three hours, second semester. Open to freshmen and sophomores.*

2. Conic Sections and Plane Analytical Geometry. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Burrell, Miss Merrill, Miss Smith.

A brief course in geometrical conics is given in connection with the usual analytical work, with correlated work in geometrical drawing.

12. Algebraic and Trigonometric Analysis. II.

*Open to students who have completed course 1. One hour a week for a year.*

Miss Vivian.

Fundamental concepts and development of the complete number system of algebra; graphic representation; trigonometry as a part of pure algebra; De Moivre's Theorem; the fundamental theorem of algebra; further work in series; the generalized logarithm; hyperbolic functions.

Course 12 is intended as supplementary work to other courses.

7. Introduction to the Theory of Statistics. II.

*Open to students who have completed course 1. One hour a week for a year.*

Miss Vivian.

Lectures with supplementary reading on some of the mathematical principles and methods used in statistical work. Each student will present one or more studies based upon data drawn from economic, psychological, scientific or other sources.

3. Differential and Integral Calculus. III.

*Open to students who have completed course 2. Three hours a week for a year.*

Miss Burrell.

The applications include a course in curve tracing.

4. Theory of Equations, with Determinants. III.

*Open to students who have completed or are taking course 3. Three hours a week for the first semester.*

Miss Chandler.

The work is based on Burnside and Panton's Theory of Equations.

5. Solid Analytical Geometry. III.

*Open to students who have completed or are taking course 3. Three hours a week for the second semester.*

Miss Chandler.

The straight line; the plane; surfaces of the second order. Brief study of surfaces in general.

6. Modern Synthetic Geometry. III. (Not given in 1915–1916.)

*Open to students who have completed or are taking course 3. Three hours a week for a year.*

Miss Burrell.

Metrical and projective properties of plane and sheaf forms of the first and second orders; the anharmonic ratio; harmonic forms; the method of inversion: involution; collineation; the law of duality; theory of poles and polars; reciprocation; space forms and surfaces of the second order. Given by lectures and references, with constant practice in the solution of geometrical problems.

8. Higher Plane Curves. III. (Not given in 1915–1916.)

*Open to students who have completed course 3. Three hours a week for a year.*

Miss Vivian.

Systems of co-ordinates; general theory of algebraic curves; singularities; selected curves of higher orders; theory of correspondence; transformation of curves.

A lecture course, with special topics presented by the students on phases of the subject not covered by the lectures.

9. Higher Analysis. III.

*Open to students who have completed course 3. Three hours a week for a year.*

Miss Merrill.

Functions of a real variable including definite integrals, elliptic integrals, infinite series and products, Beta and Gamma functions. Introduction to the theory of functions of a complex variable.

10. Differential Equations. III. (Not given in 1915–1916.)

*Open to students who have completed course 3. Three hours a week for a year.*

Miss Chandler.

A general course in ordinary and partial differential equations.

11. Analytical Projective Geometry. III. (Not offered in 1915–1916.)

*Open to students who have completed course 3 and have completed or are taking course 6. Three hours a week for a year.*

Miss Burrell.

A lecture course, introductory to the principles of modern geometry.

## MUSIC

PROFESSOR: HAMILTON CRAWFORD MACDOUGALL, MUS.D.
ASSOCIATE PROFESSOR: CLARENCE GRANT HAMILTON, M.A.
INSTRUCTORS: EMILY JOSEPHINE HURD,
HETTY SHEPARD WHEELER, M.A.,
ALBERT THOMAS FOSTER,
BLANCHE FRANCIS BROCKLEBANK,
MIMA BELLE MONTGOMERY.
ASSISTANT: GERTRUDE ANNA STREETER, B.A.

The Wellesley College Choir of forty members, founded in 1900, furnishes the music for the Sunday services in the Memorial Chapel. Any student with a good natural voice is eligible for membership; trials to fill vacancies are held at the opening of each College year.

The College Symphony Orchestra, consisting of about thirty student and faculty members was founded in 1906. It offers advantages of competent instruction in ensemble playing under a professional conductor. It gives one or two concerts a year with a program of classical music. Any members of the College who have sufficient technique are admitted to membership without expense.

A limited number of tickets for reserved seats at the concerts of the Boston Symphony Orchestra in Symphony Hall, Boston, are free to students in the department who are able to use them profitably.

### I. Musical Theory

The courses in theory and history are open to all students without regard to previous musical knowledge, and count toward the B.A. degree. The history and theory courses are subject to no separate tuition fee, with the exception of courses 9, 10, 11, and 12, where a nominal fee of five dollars is charged for tuning and repairs of instruments. Courses 8, 4, 14, 18, 19, and 20, are designed especially for those students desiring to gain an appreciative knowledge of musical literature.

15. Elementary Harmony. I.

*Open only to freshmen who are taking practical music. Two hours a week for a year. No prerequisites.*

Mr. Macdougall.

This course is designed for freshmen who enter college with the intention of specializing in music. It may be followed by course 1, but not by course 8. This course covers musical notation, the formation of triads and chords of the seventh, the invention of melodies and their harmonization, the simpler kinds of non-harmonic tones, elementary form, and ear training. (Carefully kept notebooks are a part of the work.)

### 8. Introductory Harmony. I.

*Open to sophomores, juniors, seniors, and advanced freshmen (five-year music course). Three hours a week for a year. No prerequisites.*

Miss Wheeler.

This course covers the ground necessary for admission to courses 1 or 4, and also offers a substantial foundation for subsequent work in practical or theoretical music. It includes the material of the ordinary elementary harmony course and in addition emphasizes ear training and harmonic analysis.

This course is not open to students who have taken course 15.

### 1. Advanced Harmony. II.

*Open to students who have completed course 15 or course 8 or the equivalent. Three hours a week for a year.*

Mr. Macdougall, Miss Wheeler.

This course covers *in extenso* the various classes of non-harmonic tones, chords of the ninth modulation, elementary orchestration, writing for the piano, organ and for voices. The course aims to give facility in elementary composition.

### 2. Interpretation. I.

*Open to sophomores, juniors, and seniors who are at the same time taking lessons in practical music in the department and who have acquired a satisfactory degree of skill. One hour a week for a year.*

Mr. Macdougall, Mr. Hamilton.

This course is a training in the principles of interpretation, developed through the performance in class of music studied with the private teacher and by listening to and analyzing compositions performed by others. The course concerns itself with the recognition of the simple cadences, harmonic figuration as applied to the accompaniment, the broader rhythmical distinctions, the relations of melody and accompaniment, the school of the composer, biographical data, and the simpler elements of form.

NOTE.—Students wishing to elect the course should apply directly to the head of the department.

Students may elect practical music without electing the course in interpretation; but no one may elect the course in interpretation without at the same time electing practical music.

3. Interpretation. II.

*Open to students who have completed course 2 and who are at the same time taking lessons in practical music in the department and have acquired a satisfactory degree of skill. One hour a week for a year.*

Mr. Macdougall, Mr. Hamilton.

This course is a continuation of course 2. The subject-matter of the course is the thematic and polyphonic melody, the larger forms, harmony in its æsthetic bearings, the æsthetic effects of the more complicated rhythms, comparative criticism and the various schools of composition. See note to course 2.

9. Applied Harmony. II. (Not given in 1915–1916.)

*Open to those students only who are at the same time taking course 1. Two hours a week for a year. A laboratory fee of five dollars is attached to this course.*

Mr. Macdougall.

This course aims to realize synthetically at the pianoforte the principles taught in course 1, following what may be termed a laboratory method.

NOTE.—Instruction will be given in small classes of not less than three students. The course is in no sense a substitute for pianoforte lessons. Students must satisfy the head of the department that they have a pianoforte technique adequate for the work; in general, the ability to play the easier Mendelssohn Songs without Words, and to read hymn tunes accurately at sight will be sufficient.

4. The Development of the Art of Music. III.

*Open to students who have completed course 8 or course 1. Three hours a week for a year.*

Mr. Macdougall, Miss Wheeler.

A course in the appreciation of music designed to develop musical perception and the ability to listen intelligently to the best music. It includes the evolution of rhythm, harmony, and melody, and their powers and offices in musical expression; the principal musical forms analytically considered; studies of the principal composers, their lives, their strongest works, their relation to the progress of musical art. Some great work will be selected for study during the year.

This course is not open to students who have taken or are taking course 14.

10. Applied History. III. (Not offered in 1915–1916.)

*Open to those students only who are at the same time taking course 4. Two hours a week for a year. A laboratory fee of five dollars is attached to this course.*

Mr. Macdougall.

This course aims to realize synthetically at the pianoforte the development of music from the organum of Hucbald to the Wagner opera. Specimens of the music of various schools and periods will be collected, played and analyzed. See note to course 9.

6. Counterpoint. III.

*Open to students who have completed course 1. Three hours a week for the first semester.*

Mr. Hamilton.

Counterpoint in two, three, and four voices; double counterpoint; analysis; the distinctions between strict (modal) and free counterpoint; the rules for the latter deduced from contemporaneous practice; fugue for two and three voices.

### 11. Applied Counterpoint. III.

*Open to those students only who are at the same time taking course 6. Two hours a week for the first semester. To this course a laboratory fee of two dollars and a half is attached.*

Mr. Hamilton.

This course aims to realize synthetically at the pianoforte the laws of simple and double counterpoint by the constant playing and analysis of the best examples from the masters. See note to course 9.

### 7. Musical Form. III.

*Open to students who have completed course 6. Three hours a week for the second semester.*

Mr. Hamilton.

This course aims to cover the various imitative forms, the suite and sonata forms, the large forms of vocal and orchestral music.

Students have the opportunity of doing practical work in composition (song form, sonata movements, etc.).

### 12. Applied Form. III.

*Open to those students only who are at the same time taking course 7. Two hours a week for the second semester. To this course a laboratory fee of two dollars and a half is attached.*

Mr. Hamilton.

This course aims to play and to analyze a great number of specimens of the various forms, with careful analysis and classification. See note to course 9.

14. History of Music. I. (Not offered in 1915–1916.)

*Open to sophomores, juniors and seniors. Three hours a week for a year. No prerequisites.*

Mr. Hamilton.

Lectures on the history of music of all nations, with assigned readings and frequent musical illustrations, from which the student is taught to compile analytical programs and critiques.

The course is non-technical and no previous knowledge of music is required. It is not open to students who have taken or are taking course 4.

13. The Symphony from Joseph Haydn to the Present Time. III. (Not offered in 1915–1916.)

*Open to students who have completed courses 1 and 4 or their equivalent and who have some facility in playing the pianoforte. Three hours a week for a year.*

Mr. Macdougall.

A historical course, tracing the development of the Symphony in its form, its instrumentation, and its content.

17. Free Composition. III.

*Open by permission to students who have completed courses 6 and 7. Three hours a week for a year.*

Mr. Macdougall.

18. Beethoven and Wagner. III. (Not offered in 1915–1916.)

*Open to students who have completed course 1 or its equivalent. Three hours a week for a year.*

Mr. Macdougall.

An intensive course devoted to the analyses of selected pianoforte sonatas, chamber music, the symphonies of Beethoven, "Fidelio," and the operas of Wagner. The aim of the course will be to give an intimate knowledge of the two composers' works and to estimate their place in musical history.

19. Schubert and Schumann. II.

*Open to juniors and seniors and to sophomores who have had one course in the department. Three hours a week for the first semester.*

Mr. Hamilton.

An illustrated lecture course, intensive in character, devoted to the study of the principal works of the composers named. The romantic movement in music, the development of the German Song, the poetical and lyric piano piece and the birth of musical criticism are among the principal topics treated.

The work of the class will be based mainly upon assigned readings and critical papers.

20. Mendelssohn and Chopin. II.

*Open to juniors and seniors and to sophomores who have had one course in the department. Three hours a week for the second semester.*

Mr. Hamilton.

An illustrated lecture course, intensive in character, devoted to the study of the principal works of the composers named. The beginnings of modernism, the culmination of sacred music in the oratorio, the age of the virtuoso, the development of instruments and individual and emotional treatment in music as the principal topics studied.

The work of the class will be based mainly upon assigned readings and critical papers.

## II. Practical Music (Instrumental and Vocal Lessons)

[Attention is called to the fact that a good student need not necessarily spend five years in college in order to carry on practical music at the same time with the academic course. See (*a*) below.]

It is believed that students having a command of pianoforte or organ technique will be able to profit by the theoretical instruction given in the department to a fuller degree than those without such a technique. To encourage students to acquire a technique, as well as to furnish authoritative instruction, the department undertakes to give lessons in pianoforte, organ and

violin playing, and in singing. Practical work is an elective, and students should notify the department of their election of the subject in the usual manner and at the proper time; with the exception of theory courses 2 and 3 and the applied music courses, 9, 10, 11, 12, practical work does not count toward the B.A. degree. It is offered to all students, whether candidates for degrees or not, as stated below:—

(*a*) *Candidates for the B.A. degree who propose to spend but four years in college may take practical music*, provided that they obtain each year the permission of the Dean of the College as well as of the Professor of Music; they must also take Musical Theory unless they have completed two two-hour or three-hour courses in the subject.

(*b*) Candidates for the B.A. degree *who are willing to devote five years to the college course* will be permitted to take practical music each year of the course. Freshmen may do so without taking Musical Theory, but all other students in the academic and musical course are governed by the restriction laid down in (*a*).

(*c*) Candidates for the B.A. degree who wish also the *Certificate of the Department of Music* should plan to devote *five years to the college course*. Such students are required to take practical music, two lessons a week, throughout the five years. They must complete, satisfactorily to the department, a course in the literature of the instrument chosen or of the voice; they must apply for the certificate at least three years in advance. After the first year the study of Musical Theory is required.

(*d*) Students not candidates for the B.A. degree *who desire to specialize in music* must meet the requirements prescribed for admission to the freshman class, and must in addition pass an examination on the rudiments of music. This examination will be based upon W. H. Cummings's *Rudiments of Music* (No. 2 of Novello Company's Music Primers), chapters 6, 9, and 10 omitted. Special students must take both Musical Theory and vocal or instrumental lessons, two a week, with not less than twelve hours of weekly practice. They must also take from six to nine hours per week of academic work, including Musical Theory, as may be decided in consultation with the Dean.

(*e*) Students not candidates for the B.A. degree who wish the *Certificate of the Department of Music* must comply with the conditions laid down in (*d*); moreover the academic work taken must include modern languages.

Such students must apply for the certificate on entering the department, and must have already acquired the fundamental technique of the instrument chosen or of the voice. The time occupied in study for the certificate depends upon the talent, upon the proficiency of the student at entrance, and upon her subsequent diligence; but in general four years at least are necessary. The various courses are so arranged that the pupil on completion will have an acquaintance with the best musical literature.

(*f*) Graduates of Wellesley College or of other institutions may make special arrangement for instrumental or vocal lessons.

(*g*) Permission to practice in Music Hall cannot be given to students not regularly registered in the department.

(*h*) Students whose progress is not satisfactory may be required to discontinue their lessons.

For tuition and other charges in the Department of Music see page 161.

## COMPARATIVE PHILOLOGY

PROFESSOR: KATHARINE MAY EDWARDS, PH.D.

ASSOCIATE PROFESSORS: LAURA EMMA LOCKWOOD, PH.D., NATALIE WIPPLINGER, PH.D.

1. General Introduction to the Science of Language. III. (Not given in 1915–1916.)

*Open to seniors and to juniors by permission of the instructor. Three hours a week for the first semester.*

Miss Edwards.

Lectures on the origin and nature of language and the principles of its life and growth; outline studies in phonetics; classification of languages; groups of the Indo-European languages with chief characteristics.

3. Comparative Grammar of Greek and Latin. III. (Not given in 1915–1916.)

*Open to students who have completed course 1 and who have had at least two years of Greek and Latin. Three hours a week for the second semester.*

Miss Edwards.

Historical study of sounds and inflections of Greek and Latin in relation to other Indo-European languages.

5. Sanskrit. III. (Not offered in 1915–1916.)

*Open to graduates only. One hour a week for a year.*

Miss Edwards.

6. Gothic (German 26). III. (Not given in 1915–1916.)

*Open to graduates, and to seniors by permission of the instructor. Three hours a week for the second semester.*

Miss Wipplinger.

Reading of *Ulfilas*, with constant reference to the syntax, phonology, and etymology of the language. Presentation of fundamental principles in Germanic Philology.

8. Old English (English Language 4). III.

*Open to graduates, and to seniors by permission of the department. Three hours a week for a year.*

Miss Lockwood.

A study of Old English inflections, phonology and syntax. The reading of the best pieces of literature in Old English prose and poetry. A particular problem in either literature or language is assigned to each student for investigation.

9. Old French (French 11). III. (Not offered in 1915–1916.)

*Open to graduates and to seniors by permission of the department. Three hours a week for a year.*

A study of Old French in numerous old texts with a consideration of the general laws of its phonetic development from Latin to French, and the evolution of its syntax.

Lectures, critical reading, papers on special subjects.

# PHILOSOPHY AND PSYCHOLOGY

PROFESSORS: MARY WHITON CALKINS, M.A., LITT.D., LL.D.,
MARY SOPHIA CASE, B.A.,
ELEANOR ACHESON MCCULLOCH GAMBLE, PH.D.

INSTRUCTORS: IVY CAMPBELL, PH.D.,
SEYMOUR GUY MARTIN, PH.D.

GRADUATE ASSISTANTS: EVELYN GOUGH, B.A.,
MILDRED LOUISE GRIMES, B.A.

The requirement in philosophy for a degree is met (a) by course 1 (first semester) followed in the same year by course 6 (second semester); or (b) by course 7 (full year course). Course 6 is open also as an elective course.

The department offers direction to graduate students in independent work in psychology and in philosophy, and conducts graduate conferences with individual students at stated times.

## I. Logic

### 3. Logic. I.

*Open to sophomores and juniors who are taking course 1 or course 7 in Philosophy or course 2, course 3, or course 4 in English Composition. One hour a week for a year.*

Miss Gamble.

Training in argument and in logical criticism. Work expressly designed to meet the practical needs of the student. The course deals not only with the principles of deductive logic, but also with elementary questions of observation and testimony, and of scientific, statistical, and legal evidence.

## II. Psychology

Courses 1 and 7 are not both open to the same student.
For description of the Psychology Laboratory, see page 178.

### 1. Introduction to Psychology. I.

*Open to sophomores, juniors, and seniors. Three hours a week for the first semester.*

Miss Calkins.

The aims of this course are, first and primarily, to train students in the scientific observation and description of consciousness; second, to apply the results of this study to practical problems of conduct; and, finally, to provide a psychological basis for the study of sociology, of education, and of philosophy. The course is conducted (1) by means of lectures, with occasional experimental demonstrations, accompanied by class discussions; (2) by weekly conferences with groups of students. Reading of psychological texts is preceded by purely introspective or by experimental analysis and is followed by the study of concrete problems. Text-books: Calkins, *A First Book in Psychology*, and James, *Psychology, Briefer Course*. Collateral reading: Selections from Dewey, *How We Think;* Ross, *Social Psychology*, and other books.

7. Introductory Course in Experimental Psychology. I.

*Open to sophomores, juniors, and seniors. Three hours a week for a year.*

Miss Gamble.

This course aims to give to students an acquaintance with primary mental facts, to give them a definite notion of the topics treated and of the experimental and statistical methods employed in psychology, normal and abnormal, and to fit them for more advanced psychological work. Especial stress is laid upon the study of memory. The course is conducted by lectures and by weekly laboratory appointments for the assignment and discussion of experimental work. Text-books: Calkins, *A First Book in Psychology;* Titchener, *A Text-book of Psychology*.

The work in psychology is supplemented by a brief course introductory to philosophical study. The problems discussed will be those suggested by Berkeley's *Dialogues between Hylas and Philonous*.

8. General Psychology. I.

*Open only to students in the Department of Hygiene. Three hours a week for the first semester.*

Miss Campbell.

This course is parallel with course 1 in scope and in method, but is intended for students who are also taking a course in physiology. Varied collateral reading is assigned, especially in the psychology of instinct, of habit, and of reasoning; and simple experiments are performed. Text-books: Calkins's *A First Book in Psychology;* Angell's *Psychology.*

17. Social, Genetic, and Applied Psychology. III.

*Open to seniors who have completed course 7. In 1915–1916, open by permission to juniors who have completed course 7 and to seniors who have completed course 1.*

Miss Gamble.

This course covers eight different topics: (1) social psychology; (2) the mind of primitive man; (3) the animal mind; (4) the child mind (briefly); (5) normal individual differences and intelligence tests; (6) mental deficiency and retardation; (7) types of mental disease and disturbance which it is important for the social worker to recognize; (8) the psychological factors in certain forms of delinquency. The course is conducted in part by lectures and in part by class discussion of assigned readings. Among the books studied are: Ross, *Social Psychology;* Boas, *The Mind of Primitive Man;* Washburn, *The Animal Mind;* Tredgold, *Mental Deficiency;* Goddard, *Feeble-Mindedness;* Healy, *The Individual Delinquent.*

18. Second Course in General Experimental Psychology. III. (Not offered in 1915–1916.)

*Open to graduate students, to undergraduates who have completed course 7, and by permission to undergraduates who have completed course 1. Three hours a week for a year.*

The purpose of this course is to offer thorough training in experimentation as demonstrative of the principal facts and theories of normal psychology.

14. Research Course in Psychology. III. (Not offered in 1915–1916.)

*Open to students who have completed course 7, and to students who are taking or who have completed course 18. Three hours a week for a year.*

Miss Gamble.

This course consists of investigation, experimental or statistical, by individual students of special problems.

15. Second Research Course in Psychology. III. (Not given in 1915–1916.)

*Open to graduate students as a fourth course in Psychology. Three hours a week for a year.*

Miss Gamble.

5. Reading Course in German Psychology. III. (Not given in 1915–1916.)

*Open to students who are taking course 14, course 15, course 17, or course 18. One hour a week for a year.*

Miss Gamble.

## III. Philosophy

16. Social Ethics. II.

*Open to seniors. One hour a week for a year.*

Miss Case.

The course aims to develop a comprehensive conception of human life and an intelligent apprehension of the significance of conduct, especially in its social aspects. First semester: text-book, Plato's *Republic*, supplemented by Mill's *On Liberty;* selections from the Platonic dialogues and from Mill, Spencer, and Bosanquet; lectures on the fundamental conceptions of social ethics. Second semester: Dewey: *The Ethics of Democracy;* extended selections from Dewey and Tufts: *Ethics;* selections largely from current or recent literature; extended passages for individual study. Lectures on specific social relationships and institutions.

6. Introduction to Philosophy. I.

*Open to sophomores, juniors, and seniors who have completed course 1 or course 7, or who are taking course 7. Three hours a week for the second semester.*

Miss Calkins, Mr. Martin.

The first three weeks of the semester are devoted to the study of the ethical conceptions: goodness, obligation, and virtue. The primary aim of the course is the discussion of the philosophical problems raised in the study of psychology: the nature of body, the nature of mind, and the connection between mind and body. The relations of philosophy to physical science, and to religion are briefly considered. The discussion is based upon Descartes's *Meditations;* selections from Hobbes, from La Mettrie, and from Haeckel; Berkeley's *Principles of Human Knowledge* and *Dialogues between Hylas and Philonous.*

10. Greek Philosophy. II.

*Open to juniors and seniors who have completed or who are taking course 1 or course 7. Three hours a week for a year.*

Miss Case.

Primarily text study. (*a*) Pre-Platonic philosophy. Fragments (accompanied by outlines); selections from Xenophon's *Memorabilia* and from the dialogues of Plato. Two months. (*b*) Plato. Study of the dialogues with especial emphasis on Plato's development. Most of the year. (*c*) Post-Platonic philosophy. Extended passages from Aristotle's *De Anima* or from the *Nicomachean Ethics;* selections from the *Metaphysics;* lectures on Aristotle; brief summary of post-Aristotelian philosophy.

9. Modern Philosophy. III.

*Open to juniors who are taking course 10 and to seniors and graduate students. Three hours a week for a year.*

Miss Calkins.

The course is conducted by lectures and discussions, and by the text study of Hume's *Enquiry*, and *Treatise*, selections from Book 1; Kant's *Critique of Pure Reason* (with omissions), and selections from his ethical works; Spinoza's *Ethics;* and Fichte's *Vocation of Man.* Students are referred also to the writings of Pearson, James, Royce, Ward, Fullerton, Bergson, Russell, and others for contemporary discussions of the fundamental metaphysical problems. Lectures on post-Kantian and present-day systems followed by a brief series of constructive lectures.

12. Philosophy of Religion. III.

*Open to students who have completed course 10, and have completed or are taking course 9, and by special arrangement to graduate students who have completed course 9. Three hours a week for a year.*

Miss Case.

The main stress of the course falls upon Hegel's philosophy of religion. A rapid study of the Logic of the Encyclopædia is followed by the reading of extended passages in Hegel's *Philosophy of Religion* and *Phenomenology of Mind.* Emphasis is laid upon the significance of religious experience and the validity of religious beliefs is examined. The attitude of current philosophical systems to religious conceptions is considered.

13. Ethics. III.

*Open by permission to graduate students. Three hours a week for a semester.*

Miss Calkins.

Discussion of fundamental ethical conceptions.

19. Constructive Treatment of Problems in Metaphysics. III. (Not offered in 1915–1916.)

*Open by permission to graduate students. Three hours a week for a semester.*

Miss Calkins.

Subject in 1913–1914: the philosophical theory of value.

20. Special Study of Philosophical Systems. III. (Not offered in 1915–1916.)

*Open by permission to graduate students. Three hours a week for a semester.*

Subject in 1912–1913: contemporary spiritualistic systems: Eucken, Royce, Ward.

## PHYSICS

PROFESSOR: LOUISE SHERWOOD MCDOWELL, PH.D.
ASSOCIATE PROFESSOR: GRACE EVANGELINE DAVIS, M.A.
INSTRUCTOR: FRANCES LOWATER, PH.D.
LABORATORY ASSISTANT: CORDELIA MATTICE, B.A.

1. Elementary Physics. I.

*Open to all undergraduates. Three hours a week for a year.*

Miss McDowell, Miss Lowater, Miss Mattice.

This course is for beginners and presents briefly the elementary principles of mechanics, sound, heat, electricity, and light, and their simpler applications. The course is conducted by means of experimental lectures followed by laboratory work.

2. General Physics. I.

*Open to students who have met the admission requirement. Three hours a week for a year.*

Miss Lowater.

This course is intended for students who already have an elementary knowledge of the phenomena of the physical world, and presents more fully than course 1 the fundamental principles and their applications in everyday life and in the other natural sciences. The course is conducted by means of lectures and laboratory work.

3. Heat. II.

*Open to students who have completed course 1 or course 2 and by special permission to juniors and seniors who have met the admission requirement. Three hours a week for the first semester.*

Miss Davis.

Thermometry, calorimetry, properties of vapors and gases, liquefaction of gases, transmission of heat and its application in the heating and ventilation of buildings, kinetic theory, elementary thermodynamics, the steam engine.

7. Electricity. II.

*Open to students who have completed course 3 and by special permission to students who have completed the first semester of course 2. Three hours a week for the second semester.*

Miss Davis.

Magnetic and electric fields of force; the study and use of instruments for the measurement of current, potential difference, resistance and capacity; electromagnetic induction; electrolytic conduction.

5. Light. III.

*Open to students who have completed course 7. Three hours a week for the first semester.*

Miss McDowell, Miss Davis.

Phenomena of dispersion, interference, diffraction, polarization, propagation in crystalline media; theory of optical instruments.

8. Advanced Electricity. III.

*Open to students who have completed course 7. Three hours a week for the second semester.*

Miss McDowell, Miss Davis.

Recent developments in electricity: alternating currents, electric waves, conduction through gases, cathode rays, Roentgen rays, radioactivity.

4. Light and Electricity mathematically treated. III. (Not offered in 1915–1916.)

*Open to juniors and seniors who have completed courses 3 and 7 and also course 1 in Applied Mathematics or course 3 in Pure Mathematics. Three hours a week for a year.*

Miss McDowell.

Text-books: Foster and Porter's *Electricity and Magnetism*, first semester; Preston's *Theory of Light*, second semester.

6. Meteorology. II. (Not given in 1915–1916.)

*Open to sophomores, juniors, and seniors who have completed course 1 or who have met the admission requirement. One hour a week for a year.*

Miss Davis.

Text-book: Milham's *Meteorology*, with library references. The study of the phenomena of the weather, viz., air pressure, temperature, progress of storms, cold waves, winds, clouds, precipitation, leading to an understanding of the principles of weather prediction.

## READING AND SPEAKING

PROFESSOR: MALVINA BENNETT, PH.B., M.A.
INSTRUCTORS: CAROLINE ANGELINE HARDWICKE,
EDITH MARGARET SMAILL.

1. Training of the Body and Voice. I.

*Open to sophomores, juniors, and seniors. Two hours a week for a year.*

Miss Hardwicke, Miss Smaill.

Body: poise and bearing. Voice, articulation. Text-book: *Foundations of Expression*, S. S. Curry. Reading with special reference to a good use of the voice, and clear, direct giving of the thought. Recitations. Each division of this class will be subdivided into sections for laboratory work in voice under supervision.

Two recitations; one laboratory appointment each week.

2. Training of the Body and Voice. Expression. II.

*Open to students who have completed course 1 or an equivalent. Three hours a week for a year.*

Miss Bennett, Miss Hardwicke.

Voice culture; exercises for freedom of the body; gesture. Selections from the best authors. One modern play studied. The work is along the lines of course 1, only more advanced.

Three recitations; one laboratory appointment each week.

3. Reading of Shakespeare. II.

*Open to students who have completed courses 1 and 2, or to those who have completed or are taking English Literature 9; to others at the discretion of the department. Two hours a week for a year.*

Miss Bennett.

Analysis of characters; reading; scenes selected for memorizing and acting. Two plays studied.

Two recitations; one laboratory appointment each week.

## SPANISH

INSTRUCTOR: ALICE HUNTINGTON BUSHEE, M.A.

1‡. Elementary Course. I.

*Open to freshmen who offer French and German for admission and to sophomores, juniors, and seniors. Three hours a week for a year.*

Miss Bushee.

Drill in pronunciation and elements of the language, Olmstead and Gordon: *Grammar;* prepared and sight translations, oral exercises; Bransby's *Spanish Reader;* Carrión y Aza: *Zaragüeta;* Alarcón: *El Capitan Veneno;* Galdós: *Marianela;* themes, reports and collateral reading on Spanish subjects.

2†. Intermediate Course. II.

*Open to students who have completed course 1. Three hours a week for a year.*

Miss Bushee.

‡This course if taken in the senior year may not count within the minimum number of hours prescribed for a degree.

† Course 2 will after the year 1915–1916, be opened to sophomores who offer two points of Spanish for admission and its grade will be changed to I.

Ramsey: Spanish Grammar. Crawford: *Spanish Composition.* Palacio Valdés: *José;* Fernán Caballero: *Un Servilón y un liberalito;* Pereda: *Pedro Sánchez;* Cervantes: Extracts from *Don Quijote.* A course of lectures on Spanish poetry will be given during the second semester.

3. Advanced Course. III.

*Open to students who have completed courses 1 and 2. Three hours a week for a year.*

Miss Bushee.

The Drama of the Golden Age. 1550–1650. This course will be introduced by a short general outline of the historical and literary influences at work during the period. Characteristic dramas of Lope de Vega, Alarcón, Tirso de Molina and Calderón will be studied as representative of the nation's thought and ideals at the time.

## ZOOLOGY AND PHYSIOLOGY

PROFESSOR: ALICE ROBERTSON, PH.D.

ASSOCIATE PROFESSORS: MARIAN ELIZABETH HUBBARD, B.S., CAROLINE BURLING THOMPSON, PH.D.

INSTRUCTORS: MARGARET HARRIS COOK, PH.D., MABEL LOUISE ROBINSON,[3] M.A., JULIA ELEANOR MOODY, PH.D., MARY JANE HOGUE, PH.D.

CURATOR: ALBERT PITTS MORSE.

LABORATORY ASSISTANT: MILDRED FISKE, B.A.

1. The Biology of Animals. I.

*Open to freshmen and sophomores. Three hours a week for a year.*

Miss Robertson, Miss Hubbard, Miss Thompson, Miss Cook, Miss Hogue.

This course serves as an introduction to the general principles of Zoology. The student becomes familiar with a series of types of invertebrates, and with two vertebrates, the frog and the bird. Emphasis is laid upon the doctrine of evolution.

Lectures, laboratory and field work.

[3] Absent on leave.

2. Vertebrate Zoology. II.

*Open to juniors and seniors, and to sophomores who have completed course 1. Three hours a week for a year.*

Miss Cook, Miss Moody.

A comparative study of vertebrate types with particular reference to the history of the human body. Lectures on development, structure, classification and geographical distribution.

5. Natural History of Animals. III.

*Open to students who have completed courses 1 and 2, and with the approval of the head of the department, to juniors and seniors who have completed course 1 or 2. Three hours a week for the first semester.*

Miss Robertson.

The study of the living organism by investigation of structure, function, and behavior from the point of view of its relations to its environment, organic and inorganic, the interdependence of organisms, their behavior, adaptations, and organic responses. Especially valuable to those intending to teach Zoology.

6. Philosophical Zoology. III. (Not offered in 1915–1916.)

*Open, with the advice of the head of the department, to students who have completed course 2 and one course of Grade III. Three hours a week for a year.*

Miss Robertson.

Theoretical problems of biology. Lectures on evolution, variation, heredity, and eugenics; discussion of these together with related facts, and current biological theories.

7. Insects. III.

*Open to students who have completed courses 1 and 2, and with the approval of the head of the department, to juniors and seniors who have completed course 1 or 2. Three hours a week for the second semester.*

Miss Thompson.

Lectures, laboratory, and field work with reference to the different groups of insects and especially the commoner forms. Primarily for those intending to teach Zoology.

8. Embryology and Cell Structure. III.

*Open to juniors and seniors who have completed or are taking course 2. Three hours a week for a year.*

Miss Thompson.

Lectures and laboratory work upon the structure of animal cells and tissues, the embryology of the chick and certain other vertebrates. Instruction in technique forms a part of the laboratory work.

10. Physiology. III.

*Open to juniors and seniors who have completed or are taking course 2. Three hours a week for a year.*

Miss Robertson.

Lectures and laboratory work dealing with experimental and theoretical questions in human physiology. Each student arranges and uses the apparatus necessary for almost all experiments; the instructor, however, performs some of the more difficult ones, assisted in turn by the different members of the class.

11. Anatomy.

*Open only to first-year special students in the Department of Hygiene. Three hours a week for a year.*

Miss Moody, Miss Hogue.

Lectures and laboratory work upon the anatomy of the muscles, viscera, and circulatory and nervous systems. Elements of histology.

## COLLEGE EXAMINATIONS

An examination period occurs at the end of each semester. At these periods, and also during the days of the admission examinations in September, examinations for the removal of conditions and deficiencies and for advanced standing may be taken.

A student who wishes to take an examination upon a course which is not a part of her approved schedule for the year, must apply to the Dean for the requisite card of admission to the examination. The last day for receiving applications for such cards is *for the September examinations, September first; for the mid-year examinations, January first; for the June examinations, May fifteenth.*

N. B. Examinations for the removal of conditions and deficiencies excepted, no student can be admitted to examination upon a course which is not a part of her approved schedule for the year without permission both from the Head of the Department concerned and the Dean of the College. *No student, therefore, should enter upon preparation for such an examination until her plan has been approved by both of the above named officers.*

☞The College reserves the right to require the withdrawal of students whose scholarship is not satisfactory.

## DEGREES

The following degrees are conferred by the Trustees upon recommendation of the Academic Council :—

Bachelor of Arts.
Master of Arts.

### REQUIREMENTS FOR THE B.A. DEGREE

Every candidate for the B.A. degree must complete before graduation the equivalent of fifty-nine hours. Since 1896, two grades in work which reaches the passing mark have been distinguished: one "*Passed*"; the other, "*Passed with Credit.*" In order to be recommended for the degree of Bachelor of Arts, a student must have "passed with credit"

in not less than eight hours in each semester of her freshman and of her sophomore year, and in not less than nine hours in each semester of her junior and of her senior year. Deficiency of such work in any semester may be made good in accordance with regulations adopted by the Faculty. First-year French and first-year German may not *both* be counted among the fifty-nine hours. *Neither* first-year French nor first-year German may be so counted if taken after the sophomore year. Second-year French, second-year German, first-year Italian and first-year Spanish may not be counted among the fifty-nine hours, if taken after the junior year. Of the fifty-nine hours required for the B.A. degree, a certain number is prescribed, the rest elective.

I. PRESCRIBED. The following subjects are required as specified :—

| | |
|---|---|
| Biblical History | 4 hours |
| English Composition * | 4 " |
| Mathematics * | 4 " |
| Language (unless a third language has been presented for admission) or Natural Science (if not presented for admission) | 3 or 6 hours |
| A Second Natural Science | 3 hours |
| Philosophy | 3 " |
| Hygiene | 2† " |
| | 23 or 26 hours |

Of the required subjects, Mathematics must be taken in the freshman year; Hygiene one and one half hours in the freshman year, and one half hour in the sophomore year; Biblical History

*The requirement in English Composition and Mathematics for students entering in September, 1915, and thereafter, is three hours in each subject to be taken in the freshman year.

† One hour of this requirement is met by a one-hour course in Hygiene in the freshman year; the second hour is met by four periods in practical work, two periods per week in the freshman year and two in the sophomore year.

two hours per week in the sophomore and the junior years; English Composition two hours per week in the freshman and the sophomore years. Of the natural sciences, one must be taken before the junior year; either a language or a science must be taken in the freshman year and both if neither a third language nor a science is offered for admission. Philosophy should ordinarily be taken before the senior year.

II. ELECTIVE. All courses are classified in Grades I, II, III; Grade I including elementary courses and Grade III the most advanced courses. All of the fifty-nine hours not indicated in the above are elective, subject to the approval of the Faculty.

Moreover every candidate for the B.A. degree must show before graduation that she has completed either

(1) nine hours in each of two departments,

or

(2) twelve hours in one department and six hours in a second department.

Of the courses offered to fulfill this requirement, at least one full course of Grade III must be taken in the senior year. The nine-hour groups must consist of at least six hours above Grade I, three hours of which must be of Grade III. The twelve-hour group must consist of at least nine hours above Grade I, six hours of which must be of Grade III. The six-hour group must include at least three hours above Grade I.

These requirements are met in the freshman year as follows:—

| | | |
|---|---|---|
| Mathematics 1 | 3 | hours |
| English Composition 1 | 3 | " |
| Hygiene 21 and 29 | 1½ | " |
| Electives | 9 | " |
| Total | 16½ | hours |

These electives must be chosen in accordance with the prerequisites given in the department statements from the list of courses named below, subject to the following restrictions:—

(1) One elective must be a science (if no science is offered for admission), and the second a language (if only two foreign languages are offered for admission).

(2) One elective must be chosen from courses in classics, history, or science.

(3) Only one of the following subjects may be elected: art, musical theory, English literature.

(4) French 1 and German 1 may not both be elected.

| *Language* | *Sciences* | *Other Subjects* |
|---|---|---|
| Greek 1, 13, 14 | Botany 5, 6 | Art 3 |
| Latin 1 | Chemistry 1, 4 | English Literature 1 |
| German 1, 2, 5 and 10 | Geology 8 | History 1 and 2, 3 |
| French 1, 2, 3 and 5 | Physics, 1, 2 | Musical Theory 15 |
| Italian 1 | Zoology 1 | |
| Spanish 1 | | |

If 16½ hours are satisfactorily completed in the freshman year, the normal program for the remaining years would be as follows:—

| | |
|---|---|
| Sophomore year | 15½ hours |
| Junior year | 15 " |
| Senior year | 12 " |

If 16½ hours are not completed in the freshman year, a student may by special permission carry extra hours in the remaining years.

*Elective courses must be chosen with great care so that changes will not be necessary. Students are held responsible for observing the requirements for the degree and the proper sequence of courses.*

All requests for changes of elective courses should be sent to the Dean of the College before September 15th. In general, no changes may be made after the beginning of the year.

## REQUIREMENTS FOR THE M.A. DEGREE

The work required of a candidate for the M.A. degree is equivalent to fifteen hours of college work, and includes no fewer than nine nor more than twelve hours of regular class work. A thesis, or a report or reports, based on independent work will be required. The student should choose one major subject and not more than one minor subject, which should be related to the major; or she may, if she prefers, do all her work in one subject. A candidate for the M.A. degree is required to have a reading knowledge of French and of German.

One year of graduate work is required of all candidates for the M.A. degree, but two or more years are usually needed for the completion of the work.

Graduates of Wellesley College may do all the work in non-residence, under conditions defined in the Graduate Circular.

One year *in residence* is required of all other candidates for the degree.

Information regarding thesis, final examinations, etc., will be found in the Graduate Circular which will be sent on application.

## EXPENSES

### TUITION

The charge for tuition to all students, whether living in college buildings or not, is $175 a year. Tuition is payable in advance and *is not subject to return or deduction.*

Students who are permitted to take *seven hours or less* of class-room work a week, and *who do not live in college buildings*, pay tuition by the course as follows: for a one-hour course, $20; a two-hour course $40; a three-hour course, $60. Payment is due at the beginning of the year. No charge is made for tuition in Biblical History.

### TUITION AND OTHER CHARGES IN DEPARTMENT OF MUSIC

| | |
|---|---|
| For instruction for the college year in Pianoforte, Organ, Violin, or Vocal Music, two lessons a week | $100 |
| One lesson a week | 50 |
| (Lessons thirty minutes in length.) | |
| For use of the Pianoforte, one period daily for the college year | 10 |
| For two and three periods daily, in proportion. | |
| For use of the Pipe Organ in Music Hall, one period daily, for the college year | 15 |
| For two or three periods daily, in porportion. | |

Special arrangements may be made for lessons on instruments not mentioned above.

Tuition in music must always be paid in advance and is not subject to return or deduction.

## BOARD

The charge for board and lodging to students living in halls of residence is $325.

☞It will be seen from the above statements that the total annual charge (for both residence and *tuition*) is $500.

## FIXED TIMES AND AMOUNTS OF PAYMENTS

*I. Students lodged in college buildings.*

These students make payments as follows :—

September (at the opening of college) . . $275

This sum includes $110 on account of tuition and $165 on account of board and lodging.

February (before the beginning of the second semester) . . . . . 225

This sum includes $65, the balance of tuition payment, and $160, the balance due for board and lodging.

Total of these payments for the year . . . $500

The charge for board begins at the opening of residence halls (see page 5) and students are not permitted to occupy rooms before that time.

*II. Students not lodged in college buildings.*

*a.* Students who take their meals in college buildings but lodge in private houses make payments as follows :—

September (at the opening of college) . . $210

This sum includes $110 on account of tuition and $100 on account of board.

February (before the beginning of the second semester) . . . . . $165

This sum includes $65, the balance of tuition payment, and $100, the balance due for board.

These students find rooms in the village of Wellesley. Payment is made to the head of the house at such rates and times as the parties to the arrangement may agree upon. Information regarding boarding places may be obtained by addressing the Registrar.

*b.* Students who neither lodge nor board in college buildings make payment for tuition as follows :—

| | |
|---|---|
| September (at the opening of college) . . | $110 |
| February (before the beginning of the second semester) . . . . . | 65 |
| | $175 |

These students find room and board in the village of Wellesley. Payment is made to the head of the house at such rates and times as the parties to the arrangement may agree upon. Information regarding boarding places may be obtained by addressing the Registrar.

☞*Payments must be made before the student can take her place in the class room. No exception will be made to this rule without a written permission from the Treasurer.*

☞*Checks or money orders should be made payable to Wellesley College.*

## FEES

An *application fee* of $10 is required from all candidates for admission, and no application is recorded until the fee is received (see page 165). The same fee is required from all students in college who are intending to return for the following year, and from all former students who apply for re-admission. If the student enters college, the amount of the application fee is deducted from the first tuition bill after entrance. If formal notice of withdrawal is received at the College before August 15th of the year for which the application is made, the fee will be refunded. In all other cases it is forfeited to the College. A student who postpones entrance until the year following the one for which she first applied may transfer her application fee. But a fee so trans-

ferred will not be refunded if the student later decides to withdraw, unless the request for the transfer was received within the specified time. Requests for second transfers are sometimes granted, but a fee transferred a second time will not be refunded under any circumstances.

An additional charge is made for materials and the use of apparatus in the following laboratory courses: $5 for each laboratory course in Astronomy, Botany, Chemistry, Geology, Physics, Zoology; $5 each for course 13 in Hygiene and for courses 9 and 10 in Musical Theory, $2.50 each for the half courses 11 and 12 in Musical Theory; $2 each for the studio courses in Art, and $1 each for all other Art courses, $2 being the maximum charge for Art fees to any student. Every student should also reckon on the expenditure of $10 to $25 annually for the purchase of books. At the time of taking the degree a diploma fee is charged. This is $5 for the B.A. degree, and $25 for the M.A. degree.

## RESIDENCE

The residence halls belonging to the College and situated within the limits of the campus are Stone Hall, Norumbega, Freeman, Wood, Wilder, Fiske, Pomeroy, Cazenove, Beebe, Shafer, and Tower Court. Eliot Hall, also the property of the College, and nine houses leased to the College for dormitory purposes in order to meet temporary needs, are situated outside and immediately adjoining the college grounds. All these houses are under the direction of officers appointed by the College. All the rooms are furnished, and supplied with electric lights.

☞ *A student vacating a room before the close of the year, or relinquishing a room* reserved for her at the beginning of the year, will be charged for board until the vacancy has been filled by an incoming student. Therefore, notice of intention to withdraw should be given at the earliest possible moment. No deduction is made for absences during the year.

All applications for rooms in college buildings take the date at which the application fee is received. (See pages 25 and 163.)

Until May first, but not after that date, *applications from former students* will take precedence of those of new students in the matter of rooms.

☞*No student can receive a diploma until a satisfactory settlement of all her college dues has been made.*

## HEALTH

The resident physician, Katharine P. Raymond, B.S., M.D., together with the Professor of Hygiene, the Director of Halls of Residence, and the President and the Dean of the College, *ex officio*, constitute a board of health to which all matters affecting the health of students are referred. Simpson Cottage is maintained as an infirmary under the charge of Dr. Raymond. Two trained nurses are in constant attendance. The services of the Resident Physician for consultation and treatment are free to all students.

## FELLOWSHIPS AND SCHOLARSHIPS

### A. FOR GRADUATES

THE ALICE FREEMAN PALMER FELLOWSHIP, yielding an income of about $1,000, was founded in 1903, by Mrs. David P. Kimball.

The holder of this Fellowship must be a graduate of Wellesley College or some other American college of approved standing, a young woman of good health, not more than twenty-six years of age at the time of her appointment, unmarried throughout the whole of her tenure, and as free as possible from other responsibilities. The same person will not be eligible to the Fellowship for more than two years.

The Fellowship may be used for study abroad, for study at any American college or university, or privately for independent research. Several times during the period of tenure the holder

of the fellowship must furnish evidence that it is used for purposes of serious study and not for general culture; and within three years from entrance on the fellowship she must present to the faculty a thesis embodying the results of the research carried on during the period of tenure.

Applications for this Fellowship should be received by the President of Wellesley College not later than February first of the academic year preceding that for which the Fellowship is asked.

### HOLDERS OF THIS FELLOWSHIP

1904–1905 — LEHMANN, HARRIET (Mrs. Kitchin), *Biology.*
B.A. Ripon College, 1902; M.A. Northwestern University, 1903; Graduate Student Radcliffe College, 1904–1905.

1905–1906 — ANDRUS, GRACE MEAD (Mrs. de Laguna), *Philosophy.*
B.A. Cornell University, 1903; Graduate Student Cornell University, 1903–1905. Declined the Fellowship, which was awarded to
GARDINER, ELIZABETH MANNING (Mrs. Whitmore), *Art.*
B.A. Radcliffe College, 1901; M.A. Wellesley College, 1905; Student American School of Classical Studies in Rome, 1905–1907; American School of Classical Studies in Athens, 1907–1908; Instructor in Art, Wellesley College, 1908–1910; Assistant to Director, Worcester Art Museum, 1909–1913.

1906–1907 — JOHNSON, ANNA (Mrs. Pell), *Mathematics.*
B.A. University of South Dakota, 1903; M.S. University of Iowa, 1904; M.A. Radcliffe College, 1905; Graduate Student Radcliffe College, 1905–1906; Student University of Göttingen, 1906–1907, 1908; Instructor in Mathematics, University of South Dakota, 1907; Ph.D. University of Chicago, 1910; Instructor in Mathematics, 1911–1914, and Associate Professor, 1914——, Mt. Holyoke College.

1907–1908 — COOK, HELEN DODD, *Philosophy.*
B.A. Wellesley College, 1905; M.A. 1907; Fellow in Philosophy and Psychology, Wellesley College, 1906–1907; Student at University of Würzburg, 1907–1909; Ph.D. University of Würzburg, 1909; Instructor in Psychology, Wellesley College, 1909–1913; Instructor in Psychology, Montclair Normal School, 1913——

1908–1909 — STONE, ISABELLE, *Greek.*
B.A. Wellesley College, 1905; Graduate Student Cornell University, 1905–1908; Ph.D. Cornell University, 1908; Student American School of Classical Studies in Athens, 1908–1909; Reader in Greek, Bryn Mawr College, second semester, 1909–1910; Head of Greek and Latin Departments, Woman's College of Alabama, first semester, 1910–1911.

1909–1910 — SCHÖPPERLE, GERTRUDE, *Comparative Literature.*
B.A. Wellesley College, 1903; M.A. 1905; Graduate Student Radcliffe College, 1905–1907; Student University of Munich, 1907–1908; University of Paris, 1908–1911; Ph.D. Radcliffe College, 1909; Instructor in English, University of Illinois, 1911–1912; Instructor in German, New York University, 1912–1913; Instructor in English, 1913–1914, and Associate in English, 1914——, University of Illinois.

1910–1911 — HIBBARD, LAURA ALANDIS, *English Literature.*
B.A. Wellesley College, 1905; M.A. 1908; Graduate Student University of Chicago, 1909–1911; Instructor in English Literature, Mt. Holyoke College, 1908–—.

1911–1912 — BARBOUR, VIOLET, *History.*
B.A. Cornell University, 1906; M.A. 1909; Graduate Scholar in History, Cornell University, 1908–1909; carrying on historical research in England, France, and Holland, 1911–1913; Ph.D. Cornell University, 1914; Assistant in History, 1914–1915, and Instructor in History, 1915–—, Vassar College.

1912–1913 — COATS, BESSIE MARION, *Philosophy.*
B.A. Vassar College, 1907; Mary E. Ives Fellow, Yale University, 1910–1911; Graduate Student Radcliffe College, 1911–1915; M.A. Radcliffe College, 1912; Principal of Ferry Hall, Lake Forest, Ill., 1915–—.

1913–1914 — STOCKING, RUTH, *Zoology,*
B.A. Goucher College, 1910; Graduate Student Goucher College and Johns Hopkins University, 1910–1911; Graduate Student Bryn Mawr College, 1911–1912; University Fellow in Zoology, Johns Hopkins University, 1912–1913; Johns Hopkins University, 1913–1914; Ph.D. Johns Hopkins University, 1915; Professor of Biology, Agnes Scott College, 1915–—.

1914–1915 — HOLDEN, RUTH, *Botany.*
B.A. Radcliffe College, 1911; M.A. Radcliffe College, 1912; Graduate Student Radcliffe College, 1912–1913; Student in Botany School, Cambridge University, England, 1913–—.

1915–1916—HAZLETT, OLIVE CLIO, *Mathematics.*
B.A. Radcliffe College, 1912; M.S. University of Chicago, 1913; Graduate Student and Fellow, University of Chicago, 1912–1915; Holder of Fellowship of the Boston Branch of the Association of Collegiate Alumnae, 1914–1915; Ph.D. University of Chicago, 1915; Student at Radcliffe College, 1915–1916.

THIRTY GRADUATE SCHOLARSHIPS TO THE VALUE OF $175 A YEAR, the equivalent of one year's tuition, have been established for the benefit of approved candidates for the M.A. degree in residence at Wellesley. Applications for these scholarships should be addressed to the College Recorder, Wellesley College, Wellesley, Mass.

SCHOLARSHIPS IN SCHOOLS OF CLASSICAL STUDY. Studentships in the American School of Classical Studies in Athens, and the American Academy in Rome, are open to graduates and graduate students of Wellesley College who have done sufficient work in the classics to meet the admission requirements. The object of these schools is to afford opportunity for the study of classical literature, art, and antiquities, to aid in original research in these subjects, and to conduct the exploration and excavation of classical sites.

*The American School of Classical Studies in Athens.*—The school year extends from October first to June first. The regulations for admission are as follows: "Bachelors of Arts of co-operating colleges, and all Bachelors of Arts who have studied at one of these colleges as candidates for a higher degree, shall be admitted to membership in the School on presenting to the Committee a certificate from the classical department of the college at which they have last studied, stating that they are competent to pursue an independent course of study at Athens under the advice of the Director. Members of the school are subject to no charge for tuition." * Further information can be had by application to Professor Chapin, who represents Wellesley College upon the Managing Committee of the School.

*The American Academy in Rome, School of Classical Studies.* The American School of Classical Studies is now one of the consolidated schools of the American Academy in Rome. The school year extends from the fifteenth of October to the fifteenth of June. It is hoped that a summer session also for teachers of the classics may be arranged. For information in regard to the work of the School and the requirements for admission, application may be made to Professor Hawes.

SCHOLARSHIPS IN THE MARINE BIOLOGICAL LABORATORY AT WOOD'S HOLL.—Wellesley College offers annually two scholarships for study at this laboratory. The laboratory is open to investigators for the whole year. During the summer three courses in Zoology and two in Botany are offered to those needing instruction. Applicants desiring to take either of these courses must have completed a college course in the subject in which they wish to work.

Students in either Botany or Zoology who desire to undertake original work will receive suitable direction. In addition to these opportunities there are courses of lectures on special topics and on subjects of general biological interest. Applications for appointment should state the character of the work to be done,—*i. e.*, whether botanical or zoological, whether general work, investigation under direction, or independent investigation,—and should be forwarded to Professor Ferguson or Professor Robertson in time to reach Wellesley College before April first.

* A few Fellowships are awarded on competitive examination.

SCHOLARSHIPS AT THE ZOOLOGICAL STATION IN NAPLES.— Wellesley College is a subscriber to the support of the American Women's Table at the Zoological Station in Naples, and thus has a voice in the selection of the persons who make use of it. Such persons must be capable of independent investigation in Botany, Zoology, or Physiology. Appointments are made for a longer or shorter period, as seems in each case expedient. Applications for the use of the table may be made through the President of the College.

## B. FOR UNDERGRADUATES

The income of these scholarships is applied to the aid of meritorious undergraduate students whose personal means are insufficient for their maintenance in college.

THE WOOD MEMORIAL SCHOLARSHIP of $5,000, founded in 1878, by Caroline A. Wood, in memory of her husband.

THE GROVER SCHOLARSHIP of $5,000, founded in 1878, by William O. Grover.

THE WESTON SCHOLARSHIP of $5,000, founded in 1878, by David M. Weston.

THE NORTHFIELD SEMINARY SCHOLARSHIP, founded in 1878.

THE PAULINE A. DURANT SCHOLARSHIP of $6,000, founded in 1880, by Mr. and Mrs. Durant.

THE SWEATMAN SCHOLARSHIP of $5,000, founded in 1880, by V. Clement Sweatman.

THE WALTER BAKER MEMORIAL SCHOLARSHIP, founded in 1880, by Eleanor J. W. Baker; raised to $7,000 by will of Mrs. Baker in 1892.

THE ANNIE M. WOOD SCHOLARSHIP, founded in 1880, by Frank Wood, who maintained it by annual payments; established at $10,000 in 1915 by bequest of Mr. Wood.

TWO FROST SCHOLARSHIPS, founded in 1880, by Rufus S. Frost, as follows:—

One of $1,000, the income to be given annually to some member of the graduating class designated by the Faculty.

One of $5,000, the income to be devoted annually to the aid of students.

THE UNION CHURCH SCHOLARSHIP of $5,000, founded in 1880, by Mr. and Mrs. A. W. Stetson.

THE FLORENCE N. BROWN MEMORIAL SCHOLARSHIP of $5,000, founded in 1880, by Mr. and Mrs. Samuel N. Brown, Jr.

THE AUGUSTUS R. CLARK MEMORIAL SCHOLARSHIP of $5,000, founded in 1880, by Mr. and Mrs. A. N. Clark.

FOUR HARRIET FOWLE SMITH SCHOLARSHIPS, founded in 1881, by Henry Fowle Durant in memory of his mother.

THE DURANT MEMORIAL SCHOLARSHIP of $5,000, founded in 1883, by the officers and students of Wellesley College, in honor of Henry F. Durant, the income to be appropriated annually to some student selected by the Faculty.

THE JANE TOPLIFF MEMORIAL SCHOLARSHIP of $6,000, founded in 1883, by Mrs. William S. Houghton, in memory of her mother.

THE INCOME OF A FUND of $25,000, known as the Stone Educational Fund, founded in 1884, by Valeria G. Stone.

THE JEANNIE L. WHITE SCHOLARSHIP of $5,000, founded in 1886, by herself.

THE MR. AND MRS. SOLOMON F. SMITH MEMORIAL SCHOLARSHIP, founded in 1888, by George Smith, for the tuition of students from the town of Wellesley.

THE MARGARET MCCLUNG COWAN FUND of $1,000, founded in 1888, by Rev. and Mrs. P. D. Cowan, in memory of their daughter.

THE EMMELAR SCHOLARSHIP of $5,000, founded in 1889, by the class of '91, the income to be appropriated annually to some student selected by the Faculty.

THE SARAH J. HOUGHTON SCHOLARSHIP of $6,000, founded in 1889, by William S. Houghton, in memory of his wife.

THE EDITH BAKER MEMORIAL SCHOLARSHIP of $7,000, founded by bequest of Eleanor J. W. Baker in 1892.

THE JOSEPH N. FISKE MEMORIAL SCHOLARSHIP of $8,000, founded in 1892, by Mrs. J. N. Fiske.

THE ABBIE A. COBURN MEMORIAL SCHOLARSHIP of $2,000, founded in 1892.

THE ELIZA C. JEWETT SCHOLARSHIP of $6,000, founded in 1894; the income to be appropriated to the daughter of a clergyman, or of a home or foreign missionary, selected by the Faculty of the College.

THE ADA L. HOWARD SCHOLARSHIP of $6,000, founded in 1895.

THE HELEN DAY GOULD SCHOLARSHIP, founded in 1896, by Helen Miller Gould (Shepard), in memory of her mother; raised to $10,000 by the donor in 1901.

THE GOODWIN SCHOLARSHIP of $5,000, founded in 1897, by Hannah B. Goodwin.

THE HYDE SCHOLARSHIP of $2,000, founded in 1898, by Sarah B. Hyde.

THE BILL SCHOLARSHIP of $7,000, founded in 1898, by Charles Bill.

THE HOLBROOK SCHOLARSHIP of $3,000, founded in 1898, by Sarah J. Holbrook.

THE (SECOND) HELEN DAY GOULD SCHOLARSHIP, founded in 1899, by Helen Miller Gould (Shepard); raised to $10,000 by the donor in 1901.

THE MARY ELIZABETH GERE SCHOLARSHIP of $5,000, founded in 1899, by Mary Elizabeth Gere.

THE ANN MORTON TOWLE MEMORIAL SCHOLARSHIP FUND of $5,000, established in 1901, by bequest of George Francis Towle.

THE DANA SCHOLARSHIP of $5,000, founded in 1901, through the gift of Charles B. Dana.

THE (THIRD) HELEN DAY GOULD SCHOLARSHIP of $10,000, founded in 1901, by Helen Miller Gould (Shepard).

THE GEORGE WILLIAM TOWLE MEMORIAL SCHOLARSHIP FUND, $6,750, founded in 1901, by bequest of George Francis Towle.

THE ANNA PALEN SCHOLARSHIP of $10,000, founded in 1902.

THE ROLLINS SCHOLARSHIP of $8,000, founded in 1903, by Augusta and Hannah H. Rollins, in memory of their parents.

THE CLASS OF 1889 MEMORIAL SCHOLARSHIP of $1,000, founded in 1904, by the class, in memory of classmates who have died.

THE ELIZABETH S. FISKE SCHOLARSHIP of $5,000, founded in 1904, by bequest of Miss Fiske.

THE MAE MCELWAIN RICE MEMORIAL SCHOLARSHIP of $1,000, founded in 1905, by the class of 1902.

THE SANBORN ALUMNÆ SCHOLARSHIP, yielding $450 annually, founded in 1905, by Helen J. Sanborn of the class of 1884, for the benefit of daughters of Alumnæ.

THE JULIA BALL THAYER SCHOLARSHIP of $2,000, founded in 1907, by bequest of Mrs. Julia B. Thayer, of Keene, N. H.

THE ADAMS SCHOLARSHIP of $2,000, founded in 1907, by bequest of Adoniram J. Adams, of Boston.

THE RANSOM SCHOLARSHIP of $1,000, founded in 1908, by bequest of Catherine Ayer Ransom.

THE EMILY T. HIDDEN SCHOLARSHIP of $2,000, founded in 1909, by bequest of Mary E. Hidden.

THE ETHEL HOWLAND FOLGER WILLIAMS MEMORIAL FUND, established in 1911 from the estate of the late Ethel Howland Folger (Williams) of the class of 1905, the income to be given to a sophomore at the end of the first semester at the discretion of the head of the German department.

THE SOPHIE JEWETT MEMORIAL SCHOLARSHIP of $1,000, founded in 1911 by Elsa D. James.

THE MILDRED KEIM FUND of $10,000, founded in 1912 by Newton and Frances S. Keim, in memory of their daughter Mildred Keim.

THE CONNECTICUT SCHOLARSHIP of $5,000, founded in 1912, by the will of Louise Frisbie.

THE ANNA S. NEWMAN MEMORIAL SCHOLARSHIP of $1,000, established in 1913, through the gift of former students.

THE CLASS OF 1893 MEMORIAL SCHOLARSHIP of $5,000, established by the Class in 1913.

THE M. ELIZABETH GRAY SCHOLARSHIP of $10,000, established in 1914 by bequest of William J. Gray.

Another source of pecuniary aid is in the work of the Students' Aid Fund. Small amounts are loaned to students without interest, in the expectation that these students will repay whenever they are able. Assistance is often given partly in gifts and partly in loans. The existing funds are wholly insufficient to meet the wants of deserving applicants and contributions of any amount will be gladly received. Owing to inadequacy of resources, aid cannot be promised in advance to students who have not entered.

The Wellesley College Loan Fund, established in 1908 through the gift of alumnæ and other friends of the College, and the McDonald-Ellis Loan Fund of $500 established in 1908 by former students of the McDonald-Ellis School, of Washington, D. C., in memory of the late principals of the school, are valuable aids in this work for students.

In one dormitory a reduction is allowed on payment for board, under certain conditions.

## LIBRARY

THE LIBRARY of the College, endowed by Eben Norton Horsford, now numbers 74,905 volumes, including the departmental and special libraries enumerated below. The General Library is open on week days from 8 A. M. to 9.30 P. M., and on Sundays from 2 to 5.30 P. M. Students have direct access to the shelves. The library is catalogued by author and subject entries, and the most recent and useful bibliographical aids are provided; special effort is made by the librarians to train students in methods of research.

The Library subscribes for six daily and three weekly papers and for three hundred and four American and foreign periodicals. The list includes the most important representatives of the branches of instruction comprised in the college curriculum.

THE GERTRUDE MEMORIAL LIBRARY, established by Mr. A. A. Sweet, the MISSIONARY LIBRARY, and other collections in the

General Library, furnish 6,958 volumes for Biblical study and religious reading.

THE PLIMPTON LIBRARY, established by Mr. George A. Plimpton, in memory of his wife, Frances Pearsons Plimpton, of the class of 1884, comprises 925 volumes of early Italian literature, including both manuscripts and printed books of the fifteenth century.

THE MUSIC LIBRARY, in Billings Hall, includes a collection of manuscripts and musical scores, besides books on music.

The following collections are placed in the laboratories of the respective departments :—

Art Library, 2,387 volumes.
Botany Library, 683 volumes.
Chemistry Library, 684 volumes.
Astronomy Library, 1,013 volumes.
Hygiene Library, 2,089 volumes.

## GYMNASIUM

The department of Hygiene occupies the new Mary Hemenway Hall on the western border of the college grounds. It is designed to meet the requirements of the course for the training of teachers of hygiene, and to provide practical instruction for the entire College. The equipment includes large, well-lighted gymnasiums with ample bathing facilities, administrative offices, class rooms, and laboratories for anatomy, physiology, bacteriology, hygiene, anthropometry, corrective gymnastics, and research. Immediately adjoining Mary Hemenway Hall are tennis and archery courts, basket ball and hockey fields, with room for further expansion. Lake Waban furnishes facilities for rowing and skating, and there is also a golf course with a clubhouse. The equipment of the department is designed solely to aid in the application of modern principles of science to the maintenance and promotion of health.

## THE FARNSWORTH ART BUILDING AND ART COLLECTIONS

The Farnsworth Art Building, the gift of the late Isaac D. Farnsworth, was opened in September, 1889. Besides lecture rooms, galleries for collections, and studios for those engaged in drawing and painting, a special feature is the arrangement of laboratories and libraries, so that the books and art material relating to particular subjects and periods can be made immediately available to general students.

The Art Collection consists of a large number of photographs and other material, including the James Jackson Jarves collection of laces and vestments; the M. Day Kimball Memorial, consisting of original pieces of antique sculpture; a few examples of early Italian painting; a collection of Indian baskets, the gift of Mrs. Rufus S. Frost; various Egyptian antiquities obtained through the kindness of Mrs. John C. Whitin, including certain interesting papyri, and scarabs and seals from the collection of Dr. Chauncey Murch, the gift of Helen M. Gould (Shepard); the Stetson collection of modern paintings, and a few other examples.

The collection of photographs and other reproductions numbers about thirteen thousand.

## EQUIPMENT IN MUSIC

Music Hall and Billings Hall are large brick buildings, devoted entirely to the department of Music. Music Hall contains offices, studios, and practice rooms equipped with thirty-one new pianos of standard makes; also a large room, containing a two-manual pipe organ for the use of the organ pupils. Billings Hall, opened in 1904, contains the office of the Professor of Music, the library and class rooms for instruction in Musical Theory; also a concert room, seating four hundred and ten people, and containing the Grover organ,—a large three-manual organ, rebuilt and modernized.

# LABORATORIES AND SCIENTIFIC COLLECTIONS

## ASTRONOMY

The Whitin Observatory is supplied with a twelve-inch refracting telescope with micrometer, spectroscope, and photometer attachments; a six-inch telescope, also with driving clock and micrometer; two transits, the larger a three-inch prismatic transit; two chronographs, two sidereal clocks and a Bond chronometer; a concave grating spectroscope, and a collection of minor instruments and photographs.

Meteorological instruments, including thermometer shelter, thermograph, barograph, anemometer, and anemoscope, are installed at the observatory.

## BOTANY

The department of Botany has the use of seven modern laboratories well supplied with microscopes, electric stereopticon, and other modern apparatus and appliances. Apparatus for bacteriological work includes an autoclave, a hot-air sterilizer, and an incubator, while the embryological laboratory is equipped with a paraffin oven, and revolving, sliding, and freezing microtomes.

The illustrative collections comprise an herbarium of nearly nineteen thousand phanerogams and twenty-one thousand cryptogams recently increased by the lichen collection of over four thousand specimens of the late Prof. Clara E. Cummings; also a collection of woods, fruits, and economic vegetable products; three hundred charts by Henslow, Kny, Dodel, Tschirch, and others; a collection of Auzoux's botanical models; Brendel's glass models of cryptogams; seventeen hundred water color paintings of North American plants by Helen Frances Ayres; lantern slides and miscroscope mounts. In addition collections for a permanent museum now number more than five thousand specimens.

Classes have the use of a garden and plots of wild ground as well. Specimens are also supplied from a private greenhouse. The native flora about Wellesley is rich and easily accessible, furnishing a convenient field for both the taxonomist and ecologist. A small glass house is an aid to work in landscape gardening and in plant physiology. The library is well supplied with reference works and with current periodicals.

## CHEMISTRY

The department of Chemistry occupies a separate building, which contains two lecture rooms and the chemical library, in addition to the rooms fitted up for laboratory work. Separate rooms are provided for work in General and Organic Chemistry, Qualitative and Quantitative Analysis, Air and Water Analysis and Food Analysis. The building is conveniently arranged and well equipped with necessary apparatus and appliances.

## GEOLOGY AND GEOGRAPHY

The department of Geology and Geography has a large and well-equipped lecture hall provided with a Leitz epidiascope for lantern slide and opaque projection. One end of this room has been equipped with desks for use as a geology laboratory, and an adjoining room is adequately furnished for a geography laboratory.

The Geology Museum contains a typical college collection of dynamical, structural, and historical geology specimens,—a systematic collection of minerals arranged according to Dana, and a systematic collection of rocks. There are three collections arranged for class-room use,—one each in mineralogy, petrology and structural and historical geology. These collections are all the generous gifts of colleges, museums and friends. The department has two noteworthy collections. The first is the Horace I. Johnson Mineral Collection, which consists of five thousand valuable and beautiful mineral speci-

mens, including many precious metals and stones. This collection is the gift of Mr. John Merton of Calumet, Michigan, and was presented through the Class of 1915 by the courtesy of Miss M. Helen Merton. The second is the Reverend David F. Pierce Collection, which includes a complete and rare collection of building and ornamental stones and many precious and semi-precious minerals. This collection is the gift of Professor Frederick E. Pierce of Yale, Miss Anna H. Pierce, and Miss Mary E. Pierce of the Class of 1898.

The maps of the department include wall maps of different countries and sections of countries; all the United States Geologic Folios, and over six thousand topographic maps of the United States Geologic Survey, the gift of the Survey. Three thousand of these latter maps are arranged in groups to illustrate geographic types.

The department has fifteen hundred lantern slides which illustrate all phases of geology and geography.

## MATHEMATICS

The fine collection of Mathematical Models was destroyed by fire in March, 1914. At present there is only a small number of models for use in the elementary work.

## PHYSICS

The department of Physics shares for the present the use of the Chemistry Building and occupies in addition a large, adequately fitted laboratory in Wilder Hall. The lecture rooms and laboratories are equipped with direct and alternating current, compressed air, and gas. The new equipment for the lecture table and laboratory is of the latest approved form.

## PSYCHOLOGY

The work of the laboratory is carried on in 1915–1916, in temporary quarters consisting of three rooms. The equipment

totally destroyed by fire in March, 1914, is being replaced as it can be housed. It is expected that the laboratory will be in normal running order in 1916–1917.

## ZOOLOGY

The department of Zoology is housed in a small temporary building consisting of three laboratories, three offices, and a general work room. The building is supplied with water, heat, electricity and gas. The laboratories are equipped for present needs with microscopes, physiological apparatus, slides for histology and embryology, Leuckart charts, and a working collection of skeletons and alcoholic specimens. All the courses except three are given in the new temporary building. The work in anatomy is conducted in the laboratories in Mary Hemenway Hall and a lecture course is given in the Administration Building.

Through gifts of bird skins, insects, shells, and a collection of invertebrates from the Zoological Station at Naples, and another from New England, the nucleus of a new museum is already formed.

## FORMS OF BEQUEST

*I give and bequeath to Wellesley College, a corporation established by law, in the town of Wellesley, county of Norfolk, and Commonwealth of Massachusetts, the sum of———— dollars, to be safely invested by it, and called the———Endowment Fund. The interest shall be applied to the payment of the salaries of teachers in Wellesley College, as the Trustees shall deem expedient.*

---

*I give and bequeath to Wellesley College, a corporation established by law, in the town of Wellesley, county of Norfolk, and Commonwealth of Massachusetts, the sum of———— dollars, to be appropriated by the Trustees for the benefit of the College in such manner as they shall think will be most useful.*

---

*I give and bequeath to Wellesley College, a corporation established by law, in the town of Wellesley, county of Norfolk, and Commonwealth of Massachusetts, the sum of———— dollars, to be safely invested by it, and called the———Scholarship Fund. The interest of this fund shall be applied to aid deserving students in Wellesley College.*

# DEGREES CONFERRED IN 1915

## MASTER OF ARTS

Edith Bancroft (B.A., Wellesley College, 1892), *Latin Literature.*

Katharine Shepard Gowing (B.A., Wellesley College, 1912), *English Literature.*

*Thesis: The Witch in Tudor and Stuart Drama.*

Bessie Louise McClellan (B.A., Wellesley College, 1913), *English Literature.*

*Thesis: Studies in the Gawain Legend on British Soil.*

Clara Ridley Pfrimmer (B.A., Indiana State University, 1910), *Latin Literature.*

Dorothy Straine (B.A., Wellesley College, 1911), *French Language and Literature.*

*Thesis: L'idée de la mort dans les Œuvres de Pierre Loti.*

## BACHELOR OF ARTS

Flora Adams.
Justine de Peyster Adams.
Katharine Elizabeth Adams.
Leila Elizabeth Aiken.
Frances Helen Alden.
Barbara Aldrich.
Marion Maude Allison.
Nora Anne Amundson.
Muriel Arthur.
Anna Catharine Aungst.
Margaret Ayers.
Elizabeth Lyle Bacon.
Gladys Lina Bain.
Helen Belcher Baldwin.
Marguerita Hope Ballard.
Ruth Banning.
Benice Ballard Barnett.
Laura Field Barton.
Dorothea Pierce Beard.
Christine Louise Beck.
Constance Cornelia Beckley.
Edith Haas Beekman.
Margaret Lowry Beers.
Juliet Ober Bell.
Sarah Pauline Bennett.
Ruth Kingsbury Benton.
Mary Carolyn Blackstone.
Mary Almeda Bolton.
Minna Gertrude Boomer.
Kathryn Bourne.
Eleanor Elizabeth Boyer.
Ruth Bradford.
Beatrice Bernice Brainerd.
Marion Christina Brassington.
Edith Lillian Brayton.
Janet Margaret Breingan.
Marion Elizabeth Brill.
Marion Brown.
Muriel Whitbeck Brown.
Frances Davis Burns.
Garreta Helen Busey.
Edith Elizabeth Cadle.
Dorothy Aimée Cannon.
Alice Elizabeth Cary.
Helen May Casey.
Mary Wales Chambers.
Evelyn Marie Chandler.
Ruth Palmer Chapin.
Alice Grace Charlton.
Margaret Davis Christian.
Jean Ogilvy Christie.
Florence May Clarke.
Clarissa Gertrude Claster.
Eleanor Maud Cleaveland.
Lucy Warren Coke.
Ruth Robinson Coleman.
Mabel Ruth Cooper.
Helen Winnifred Cosgrove.
Mildred Marion Coughlin.
Gladys Emogene Cowles.

RUTH EMERSON COX.
FLORENCE LOUISE CRANE.
HELEN BARNEY CROCKER.
MARY POND CROCKER.
AVONELLE MARIE CROCKETT.
RUTH CUMMINGS.
SARA MEEKER CUMMINGS.
LOUISE DAVIES.
GLADYS INA DAVIS.
RACHEL DAVIS.
JANET ELIZABETH DAVISON.
LOLETA IRENE DAWSON.
MARGARET DAWSON.
DOROTHY SCOFIELD DAY.
LOVICY MASON DELANO.
LILLIE FERN DEWEES.
EVA KATHARINE DIEHL.
ELMA IRENE DILMAN.
ELSA DISBROW.
ELISE COURVOISIER DODGE.
JESSIE LOESER EDWARDS.
ELSIE EGGEBRECHT.
PAULINE EHRICH.
MARGARET ELLIS.
HELEN LAMONTE ELY.
ELIZABETH T. ENDEL.
JEAN FARLEY.
MARGARET ELIZABETH FERGER.
HELEN THYRZA FIELD.
MILDRED FISKE.
IRENE ISABEL FOGG.
EDITH JEANNETTE FOLEY.
GERTRUDE FOLGER.
KATHERINE MERRILL FOWLER.
MARGUERITE ALLYN FOWLER.
DOROTHY EVELYN FRENCH.
MARGARET GARSIDE.
CONSTANCE PARRISH GILL.
LYLE RICHARDS GLOVER.
DOROTHY GOOD.
GLADYS KINGHORN GOULD.
DOROTHY GRAY.
MARGARET DICKEY GRIFFIN.
JENNY RUTH HALL.
FLORENCE MILDRED HALSTED.
MARGARET HARRIS.
GLADYS HARTWELL.
ELIZABETH FRANCES HASWELL.
MABEL HOWARD HAVENS.
PAULINE HAYES.
LOUISE MARIE HECHINGER.
MARION WILSON HENDRICKS.
FLORENCE BELLE HENDRIE.
HELEN RUTH HICKS.
DOROTHY PARMELEE HILL.
MARY LOW HODGE.
HARRIET FRANCES HOLT.
CALMA WRIGHT HOWE.
RUTH ALDEN HOYT.
DOROTHY GWYNNE HUGGINS.
SARA MARGARET HUGUS.
MILDRED NICKERSON HUNTER.
HARRIETTE HYDE.
BEATRICE JULIA ILFELD.
HELEN JACKSON.
LILLIAN MARION JAMESON.
MILDRED CLARK JENNEY.
ELMA LEE JOFFRION.
CHARLOTTE MARIE JOHNSON.
HELEN ALATHENA JOHNSON.
DOROTHEA BEAN JONES.
HILDEGARDE JONES.
ESTHER JUNKERMAN.
DOROTHY CAROLINE KAHN.
FLORENCE ESTELLE KEENAN.
KATHERINE HANNAH KEISER.
MARGARET MONTGOMERY KENNEDY
HANNAH BARLOW KERR.
FRANCES PRATT KINGMAN.
DOROTHY DWIGHT KIRKHAM.
MARY GRACE KNAP.
ALICE KNIGHT.
HELEN CONSTANCE KOCH.
JEANNETTE HAYES KUEHNER.
MARGARET CUNDALL LANG.
HELEN JEANNETTE LANGE.
MARGUERITE LAUER.
MARY BAYLIS LEE.
CATHERINE TRACY L'ENGLE.
CLARA BONNEY LILLEY.
RUTH HUTCHINSON LINDSAY.
MARIAN DEXTER LOCKE.
MARIAN HEATH LOCKE.
GERTRUDE MARION LONG.
MARIAN ISABELLE LORD.
DOROTHY CLAY MCCABE.
EVELYN LYLE SHIPP MCCARROLL.
CLARICE MCCARTEN.
HELEN YULE MCCOY.
MARY MCNAIR MCCUNE.
MILDRED ADELA MACKILLOP.
MARION MCKINNEY.
LINDA MCLAIN.
MARY SCOTLAND MCLOUTH.
MARIE MCMASTER.
SILENCE KATHERINE MCVAY.
HELEN MARGARET MANLEY.
FRANCES VIOLA MANSON.

ALMA MARKS.
ADELE CRAWFORD MARTIN.
DOROTHY ROSE MARTIN.
ELEANOR BERDEWELL MASON.
ADELAIDE CHENERY MASTERS.
ETHYLENE MATHER.
GERENA EDMISTON MATTHEWS.
HARRIET ALICE MATTSON.
HELEN HURD MAY.
GERTRUDE ELSE MENGELBERG.
CHARLOTTE EMELINE MERRELL.
GLADYS ESTELLE MERRILL.
MARION HELEN MERTON.
ELIZABETH WOODBRIDGE METCALF.
CAROLINE ROBERTS MILLER.
MARION GORDON MILLS.
LEORA COMSTOCK MITCHELL.
HELEN LEIGH MOFFAT.
ANNE ELIZABETH MONTGOMERY.
MARGARET ELIZABETH MOORHOUSE.
HELEN MUNROE.
DOROTHY HOBART MURPHY.
EDNA MARIE NEIFFER.
MARGARET NICHOLS.
ELSIE WARREN NORTON.
MARGARET SEDGWICK NORTON.
RUTH NORTON.
ROWENA SPENCER NYE.
CATHERINE OAKES.
MARGARET WINIFRED O'BRIEN.
MARION LELAND ORCUTT.
MARY PAINE.
LYDIA LOUISE PALEN.
HAZEL VALENTINE PARIS.
ESTHER FRY PARSHALL.
RUTH PARTRIDGE.
PAULINE PARMELEE PATON.
MURIEL ALDRICH PATTISON.
RUTH PECK.
ENID PENDLETON.
ALPHA SUE PENN.
BEATRICE ELEANOR PHINNEY.
RUTH ALIDA PIERCE.
JOHNETTE JESSIE PIERIK.
ELIZABETH PILLING.
ALICE DUNHAM PLACE.
ELIZABETH PORTER.
RUTH POWELL.
MADELINE LOUISE POWER.
MARGARET CYNTHIA PRALL.
DOROTHY RICHARDSON.
DOROTHY ROBERTS.
ELISABETH SARAH ROGERS.
DOROTHY ELDRED ROLFE.
MARY KATHERINE ROLFE.
ELIZABETH ROOP.
GLADYS HALE RUSS.
MARGUERITE RYDER.
RUTH RYLEE.
FAY SARLES.
HELEN LORRAINE SAYRE.
MARY SCARLETT.
RUTH ABBIE SCATES.
MURIEL JORDAN SCHABACKER.
HELEN MARGARET SCHOEDINGER.
HELEN MAY SCOVILLE.
DOROTHY BLATCHFORD SCUDDER.
RUTH MARGUERITE SEELYE.
MARGARETTA WENTZ SELSER.
SARAH REBECCA SHAW.
FLORIAN AGNES SHEPARD.
MARTHA ELISE SHOUP.
RUTH SILVER.
MARY POMEROY SIMPSON.
HELEN JOY SLEEPER.
ELIZABETH WILLARD SMART.
CARLOTTA GREENE SMITH.
PAULINE MATILDA SNYDER.
MARY SEARS STEVENS.
JEAN ELIZABETH STEWART.
MILDRED CLARK STONE.
AUGUSTA MARY SULLIVAN.
CARRIE LYLE SUMMERS.
CLARA ENOLA TAFT.
LUCIE DORMITZER TAUSSIG.
CAROLINE RUTH TAYLOR.
MARGUERITE TAYLOR.
FLORENCE HENRIETTA TENNEY.
ETHEL MARGARET THORNBURY.
GEORGIA KATHERINE TITCOMB.
MARGARET TORREY.
LUCRETIA BUELL TRAVER.
CAROLINE TRAVERS.
ELEANOR TRAVIS.
FRANCES TUCKER.
LYLE WIEDLER TURNER.
CAMILLA RUTH TUTHILL.
TAMAKI UEMURA.
HELEN HYDE UPTON.
DORIS VANDER PYL.
ELIZABETH GILL VAN WINKLE.
DOROTHY WALTON.
ELLEN FRANCES WATSON.
RUTH WATSON.
JULIET WEBSTER.
MARGARET WEED.
ARLENE WESTWOOD.
ELIZABETH WHELAN.

MARY MARGUERITE WHITMARSH.
INEZ LILLIAN WHITTIER.
MIRIAM BALL WILKES.
HELEN SMITH WILLARD.
FAITH MOORS WILLIAMS.
HELEN ELIZABETH WILLIAMS.
ESTHER MARGARET WINSLOW.
ANNA ROSA WINTER.
MARGARETHE WISS.
FRANCES WOLFE.
EUNICE SAYRE WOOD.
FRANCES LOUISE WOOD.
RUTH SOPHIA WOOD.
PAULINE WOODBURY.
RUTH GROSVENOR WOODIS.
HELEN BAXTER WOODS.
MARGARET ROBERTS WOODS.
HARRIET BAKER WRIGHT.
KATHERINE DOROTHY WRIGHT.
CHARLOTTE CHANDLER WYCKOFF.
MARJORIE WYCKOFF.

## HONOR SCHOLARSHIPS

Honor Scholarships (without stipend) have been established by the College for the purpose of giving recognition to a high degree of excellence in academic work. These honors fall into two classes: students in the first, or higher class, are termed Durant Scholars; students in the second class are termed Wellesley College Scholars.

These honors are awarded to seniors on the basis of two and one-half years' work, to juniors on the basis of one and one-half years' work. The standard in each case is absolute, not competitive.

### DURANT SCHOLARS

APPOINTED IN 1915

MARY HELEN ADAMS, '16.
MARGUERITE AMMANN, '16.
KATHARINE CANBY BALDERSTON, '16.
RUTH KINGSBURY BENTON, '15.
ALICE ELIZABETH CARY, '15.
FLORENCE LOUISE CRANE, '15.
HELEN BARNEY CROCKER, '15.
MARY POND CROCKER, '15.
RACHEL DAVIS, '15.
JESSICA ISABELLE DEE, '16.
SARAH DICKSON, '16.
LOUISE ANDERSON DOMHOFF, '16.
DOROTHY JULIET EHRICH, '16.
HELEN LAMONTE ELY, '15.
DOROTHY EVELYN FRENCH, '15.
MILDRED GERALDINE GREGORY, '16.
GLEE LUCILE HASTINGS, '16.
ANNA LOWRY HIBBS, '16.
RUTH ALDEN HOYT, '15.
ELSIE SAFFORD JENISON, '16.
CHARLOTTE MARIE JOHNSON, '15.
HELEN ALATHENA JOHNSON, '15.
DOROTHEA BEAN JONES, '15.
EDITH FLORENCE JONES, '16.
FRANCES PRATT KINGMAN, '15.
MARY GRACE KNAP, '15.
RUTH HUTCHINSON LINDSAY, '15.
NATALIE H. MCCLOSKEY, '16.
MARION MCKINNEY, '15.
ALMA MARKS, '15.
GERENA EDMISTON MATTHEWS, '15.
HELEN LEIGH MOFFAT, '15.
MARGUERITE NOBLE, '16.
LYDIA LOUISE PALEN, '15.
FLORENCE PARMLEY, '16.
HARRIET KATE PORTER, '16.
RUTH HORTENSE RAND, '16.
DOROTHY ROBERTS, '15.
ELISABETH SARAH ROGERS, '15.
MARY KATHERINE ROLFE, '15.
AMY CELIA ROTHCHILD, '16.
DOROTHY E. A. RUNDLE, '16.
MARGUERITE SAMUELS, '16.
HELEN LORRAINE SAYRE, '15.
MURIEL JORDAN SCHABACKER, '15.
HELEN MARGARET SCHOEDINGER, '15.
FLORIAN AGNES SHEPARD, '15.
HELEN JOY SLEEPER, '15.
SARA EMERSON SNELL, '16.
MARY FERGUSON TORRENCE, '16.
ELLA CLAY WAKEMAN, '16.
MARGARET REBECCA WARNER, '16.
MARY STARR WHEELER, '16.
HELEN BAXTER WOODS, '15.
MARGARET ROBERTS WOODS, '15.
ADELINE FORD WRIGHT, '16.

## WELLESLEY COLLEGE SCHOLARS

APPOINTED IN 1915

JUSTINE DE PEYSTER ADAMS, '15.
PRISCILLA ALLEN, '16.
GERTRUDE ROBERTS ANDERSON, '16.
ANNA CATHARINE AUNGST, '15.
RUTH BANNING, '15.
LAURA FIELD BARTON, '15.
MARION PRESTON BASSETT, '16.
CHRISTINE LOUISE BECK, '15.
PHYLLIS BIGELOW, '16.
CONSTANCE BILLINGS, '16.
RACHEL BLODGETT, '16.
ELEANOR ELIZABETH BOYER, '15.
RUTH BRADFORD, '15.
LIDA ROBERTS BRANDT, '16.
MURIEL WHITBECK BROWN, '15.
GARRETA HELEN BUSEY, '15.
HELEN MAY CASEY, '15.
KATHARINE CHALMERS, '16.
MYRTLE FOLSOM CHASE, '16.
EVELYN LAURA CHILDS, '16.
HELEN BOICE COE, '16.
LUCY WARREN COKE, '15.
RUTH ROBINSON COLEMAN, '15.
REBECCA PRICE CRAIGHILL, '16.
AVONELLE MARIE CROCKETT, '15.
MARGARET RUTH DAVIDSON, '16.
DOROTHY SCOFIELD DAY, '15.
LOVICY MASON DELANO, '15.
ELSA DISBROW, '15.
BERNICE WINIFRED DRAKE, '16.
MARGARET ELLIS, '15.
DOROTHY ESTES, '16.
JESSIE MARGARET FAIRBANK, '16.
OLIVE EMMA FORISTALL, '16.
MADELINE CORDELIA GIBSON, '16.
HELEN HAGEMEYER, '16.
MARY LOUISE HAMILTON, '16.
DOROTHY PARMELEE HILL, '15.
HELEN CAROL HORSWELL, '16.
MILDRED NICKERSON HUNTER, '15.
ELIZABETH WISTAR KENT, '16.
REGINE JOAN KRONACHER, '16.
JEANNETTE HAYES KUEHNER, '15.
MARGARET CUNDALL LANG, '15.
HELEN JEANNETTE LANGE, '15.
CATHERINE TRACY L'ENGLE, '15.
ELIZABETH IRVING LING, '16.
MARIAN HEATH LOCKE, '15.
HELEN YULE MCCOY, 15.
LINDA MCLAIN, '15.
MARGARET ISABELLE MARSTON, '16.
ANN FRANCES MATTHEWS, '16.
HELEN HURD MAY, '15.
GERTRUDE ELSE MENGELBERG, '15.
LEORA COMSTOCK MITCHELL, '15.
ANNE ELIZABETH MONTGOMERY, '15.
BERTHA LOUISE MÜLLER, '16.
POLLY PALMER NELSON, '16.
EMELYN GILBERT NICKERSON, '16.
MARGARET SEDGWICK NORTON, '15.
MATTIE CROCKER ORDWAY, '16.
ELEANOR HALLECK PILLMORE, '16.
DORIS EMELINE PITMAN, '16.
LUCILLE CHRISTINE POTH, '16.
STELLA JOSEPHINE ROOF, '16.
ADELAIDE HELEN ROSS, '16.
RUTH LAWSING SCUDDER, '16.
HELEN SEAMAN, '16.
RUTH MARGUERITE SEELYE, '15.
DOROTHY MCDANIEL SELLS, '16.
SARAH REBECCA SHAW, '15.
EDWINA MARIA SMILEY, '16.
CAMILLA RUTH TUTHILL, '15.
ELEANOR COPERTHWAIT TYLER, '16.
HELEN HYDE UPTON, '15.
ELIZABETH VAN ORDEN, '16.
MIRIAM VEDDER, '16.
INEZ LILLIAN WHITTIER, '15.
FRANCES WOLFE, '15.
RUTH SOPHIA WOOD, '15.
MARTHA MECLETA ZIEBACH, '16.

# SUMMARY OF STUDENTS

| | | |
|---|---|---|
| Resident candidates for the M.A. degree | | 30 |
| Candidates for the B.A. degree :— | | |
| Seniors | 285 | |
| Juniors | 303 | |
| Sophomores | 350 | |
| Freshmen | 449 | |
| | | 1,387 |
| Non-candidates for degrees | | 95 |
| Total registration, November, 1915 | | 1,512 |

| | | | |
|---|---|---|---|
| United States :— | | Nevada | 1 |
| Alabama | 2 | New Hampshire | 47 |
| Arkansas | 4 | New Jersey | 112 |
| California | 15 | New Mexico | 2 |
| Colorado | 8 | New York | 229 |
| Connecticut | 73 | North Carolina | 4 |
| Delaware | 2 | North Dakota | 1 |
| District of Columbia | 10 | Ohio | 68 |
| Florida | 1 | Oregon | 12 |
| Georgia | 5 | Pennsylvania | 167 |
| Hawaii | 2 | Rhode Island | 31 |
| Idaho | 7 | South Carolina | 3 |
| Illinois | 68 | South Dakota | 2 |
| Indiana | 21 | Tennessee | 5 |
| Iowa | 20 | Texas | 14 |
| Kansas | 5 | Utah | 1 |
| Kentucky | 11 | Vermont | 14 |
| Louisiana | 4 | Virginia | 2 |
| Maine | 37 | Washington | 13 |
| Maryland | 10 | West Virginia | 7 |
| Massachusetts | 351 | Wisconsin | 20 |
| Michigan | 41 | Wyoming | 1 |
| Minnesota | 17 | Canada | 2 |
| Mississippi | 4 | China | 5 |
| Missouri | 24 | Persia | 1 |
| Nebraska | 5 | Turkey | 1 |

# OFFICERS OF THE ALUMNÆ ASSOCIATION

Mrs. Annie Peaks Kenny (Mrs. William S.), *President*,
5126 Kimbark Ave., Chicago, Ill.

Mrs. Apollonia Denkmann Davis (Mrs. Thomas B.), *Vice President*,
605 Twenty-sixth St., Rock Island, Ill.

Miss Laura A. Welch, *Secretary*, 1404 Hyde Park Blvd., Chicago, Ill.

Mrs. Katharine Jones Rew (Mrs. Irwin), *Treasurer*,
1128 Ridge Ave., Evanston, Ill.

Mrs. Charlotte Sibley Hilton (Mrs. Henry H.), *Director*,
5634 Woodlawn Ave., Chicago, Ill.

Miss Mary B. Jenkins, *Alumnæ General Secretary*, Wellesley College

## LOCAL ASSOCIATIONS

In the following an arrangement by states has been adopted. The name standing after that of the club refers to the *secretary-treasurer* unless otherwise specified. In the address of this officer the name of the city (or town) and state *are omitted, if these have already been expressly stated in the heading*. Corrections or additions will be gratefully received.

California.

*Central*, Mrs. Marion Kinney Brookings (Mrs. Walter Du B.), 2619 Divisidero St., San Francisco.

*Southern*, Mrs. Harriet Chapman Reynolds (Mrs. Ralph W.), 564 East Colorado St., Pasadena.

China.

*Shanghai*, Miss Ying Mei Chun, 16 Range Road.

Colorado.

*Colorado Wellesley Club*, Mrs. Louise Bolard More (Mrs. Charles H.), 1320 Race St., Denver.

*Southern Chapter*, Miss Ruth F. Woodsmall, 717 Tejon St., Colorado Springs

Columbia, District of.

*Washington*, Miss Edna C. Spaulding, 2224 N St.

Connecticut.

*Bridgeport*, Miss Lucy S. Curtiss, 166 Laurel Ave.

*Hartford*, Miss Faith H. Talcott, Talcottville.

*New Haven*, Miss Lura E. S. Griswold, 58 Fountain St.

Georgia.

*Atlanta*, Miss Elva L. McKee, 30 East Eighth St.

Hawaii, Territory of.

*Honolulu*, Miss Amy F. Ching (President), 702 Prospect St.

ILLINOIS.

*Chicago*, Miss Kathryn C. Schmidt (Secretary), 113 Bellevue Place.
*Central*, Miss Marjorie S. Logan, 430 South Second St., Springfield.

INDIANA.

*Indianapolis*, Miss Stella W. Morrison, 701 North Jersey St.

JAPAN.

*Tokyo*, Miss Katherine F. Fanning, 12 Horumoco Cho, Azubu, or 30 Konu Machi, Wita, Shibo.

KENTUCKY.

*Louisville*, Miss Betty P. Barrow, 203 East Fourth St., Lexington.

MAINE.

*Eastern*, Miss Alice E. Wormwood, 202 Norfolk St., Bangor.
*Western*, Mrs. Harriet Foss Libby (Mrs. Lucien P.), 22 Bramhall St., Portland.

MARYLAND.

*Baltimore*, Miss Maria Baldwin (President), 226 West Lafayette St.

MASSACHUSETTS.

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*Boston*, Mrs. Edith Wyllie McCann (Mrs. P. Francis), 75 Tudor St., Chelsea.
*Fitchburg*, Miss A. Mildred Prescott, Temple St., Greenville, N. H.
*Haverhill*, Miss Alice E. Sherburne, 3 Cedar St.
*Southeastern Massachusetts*, Miss Marguerite E. Habicht, 73 Russell St., New Bedford.
*Springfield*, Miss Lucile S. Flagg, 896 Longmeadow St., Longmeadow.
*Worcester*, Miss Gertrude R. Rugg, 35 Somerset St.

MICHIGAN.

*Detroit*, Miss Charlotte Henze, 269 Field Ave.

MINNESOTA.

*Minneapolis*, Mrs. Gertrude Gage Murray (Mrs. H. L.), 1718 Logan Ave. S.
*St. Paul*, Mrs. Helen Palmer McManigal (Mrs. Kenneth), 12 Park Apartments, cor. Selby St. and Duelling Ave.

MISSOURI.

*Kansas City*, Mrs. Caroline Rodgers Woodworth (Mrs. J. R.), 215 West 53d St. Terrace.
*St. Louis*, Miss Louise Friedman, 4343 Lindell Boulevard.

NEBRASKA.

*Omaha*, Miss Orra Ambler, 5108 Dodge St.

NEW HAMPSHIRE.

*Merrimac Valley*, Miss Dorothy Danforth, 14 Berkeley St., Nashua.

NEW YORK.

*Buffalo*, Miss Laura A. Ball, 482 Linwood Ave.
*Eastern*, Mrs. Marguerite Staats Mullenneaux (Mrs. Elbert V.), 299 Quail St., Albany.
*New York City*, Mrs. Carolyn Sawyer Campbell (Mrs. George C.), 30 Franklin Place, Montclair, N. J.
*Olean*, Miss Georgia R. Smith, Box 424, Allegany.
*Rochester*, Miss Edith E. Ryder, 1399 East Ave.
*Syracuse*, Mrs. Ethel Usher Sisson (Mrs. Samuel B.), 305 McBride St.
*Watertown*, Mrs. Julia Glidden McCoy (Mrs. Frank E.), 214 Paddock St.

OHIO.

*Akron*, Miss Florence S. Sieber, 484 East Market St.
*Cincinnati*, Mrs. Ellen Coughlin Keeler (Mrs. Ralph W.), Lasanteville (Cincinnati).
*Cleveland*, Miss Grace M. Hatch, 11039 Bellflower Road.
*Columbus*, Miss Mary M. Stoddart, 1533 Franklin Park, South.

OREGON.

*Portland*, Mrs. Myrtle Hunt Travis (Mrs. John L.), 90 East Sixteenth St.

PENNSYLVANIA.

*Philadelphia*, Miss Ella H. Mackay, 1416 North Sixteenth St.
*Pittsburgh*, Miss Rhoda G. Gerwig, 507 Franklin St.
*Southeastern*, Miss Margaret S. Tuttle, 7 North Queen St., York.
*Williamsport*, Miss Frances V. Manson, 929 Campbell St.
*Wilkes-Barre*, Miss Mabel A. Roat, 286 College Ave., Kingston.

RHODE ISLAND.

Miss Agnes E. Little, 28 Spring St., Pawtucket.

SOUTH DAKOTA.

*Sioux Falls*, Mrs. Harriet Deane Tufts (Mrs. Arthur H.).

TENNESSEE.

*Memphis*, Miss Elizabeth E. Dix, 827 Mississippi Blvd.

UTAH.

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# INDEX


| | Page |
|---|---|
| Academic Year | 5 |
| Administration | 18 |
| Admission:— | |
| Requirements for | 25 |
| To Advanced Standing | 50 |
| By Certificate | 48 |
| By Examination | 46 |
| To Freshman Class | 25 |
| To Department of Music | 140, 141 |
| To Department of Hygiene | 115 |
| Of Graduate Students | 51 |
| Of Special Students | 52 |
| Alumnæ Association, Officers of | 187 |
| American Academy in Rome | 168 |
| American School of Classical Studies in Athens | 168 |
| Anglo-Saxon | 88 |
| Archæology | 53 |
| Architecture | 54, 55 |
| Art | 54 |
| Art Collections | 175 |
| Astronomy | 58 |
| Bequest, Forms of | 180 |
| Biblical History, Literature, and Interpretation | 61 |
| Billings Hall | 175 |
| Board | 162 |
| Botany | 64 |
| Calendar | 5 |
| Certification, Right of | 48 |
| Certificates:— | |
| For Admission | 49 |
| For Advanced Standing | 50 |
| In Hygiene | 115 |
| In Music | 141, 142 |
| For Special Students | 52 |
| Chemistry | 68 |
| Christian Association | 24 |
| College Entrance Examination Board | 46 |
| Committees of Trustees:— | |
| Executive | 7 |
| Finance | 7 |
| Committees of Faculty | 21 |
| Correspondence | 2 |
| Courses of Instruction | 53 |
| Dante Prize | 124 |
| Degrees:— | |
| B.A., Requirements for | 157 |
| M.A., Requirements for | 160 |
| Degrees Conferred in 1915 | 181 |
| Economics | 70 |
| Education | 74 |
| English Composition | 86 |
| English Language | 88 |
| English Literature | 78 |
| Examinations:— | |
| College | 157 |
| Entrance | 46 |
| Expenses | 161 |
| Faculty | 9 |
| Farnsworth Art Building | 175 |
| Fees | 163 |
| Fellows | 17 |
| Fellowships | 165 |
| Foundation and Purpose | 23 |
| French | 89 |
| Geology | 95 |
| German | 97 |
| Gothic | 143 |
| Graduate Instruction | 160 |
| Greek | 104 |
| Gymnasium | 174 |
| Harmony and Musical Theory | 134 |
| Health Provisions | 165 |
| Hebrew | 64 |
| History | 108 |
| Hygiene | 115 |
| Italian | 123 |
| Laboratories | 176 |
| Latin | 125 |
| Libraries | 173 |
| Logic | 144 |
| Marine Biological Laboratory at Wood's Holl | 168 |
| Mathematics, Applied | 129 |
| Mathematics, Pure | 130 |
| Meteorology | 152 |
| Mineralogy | 96 |
| Music:— | |
| Theory of | 134 |
| Instrumental and Vocal | 140 |
| Equipment in | 175 |
| Music Hall | 175 |
| Observatory | 176 |
| Pedagogy | 74 |
| Philology | 142 |
| Philosophy | 144 |
| Physics | 150 |
| Physiology | 118, 156 |
| Political Science | 110 |
| Psychology | 144 |
| Reading and Speaking | 152 |
| Residence | 164 |
| Sanskrit | 143 |
| Scholarships | |
| With Stipend:— | |
| For Graduates | 167 |
| For Undergraduates | 169 |
| Without Stipend | 184 |
| Scientific Collections | 176 |
| Sociology | 70 |
| Spanish | 153 |
| Special Students | 52 |
| Studio Lessons | 56, 57 |
| Students' Aid Society | 173 |
| Summary of Students | 186 |
| Trustees, Board of | 6 |
| Tuition | 161 |
| Vacations | 5 |
| Wellesley Clubs | 187 |
| Zoological Station in Naples | 169 |
| Zoology | 154 |